

VCU MAGAZINE

WINTER 1977







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Winter 1977
Volume 6, Number 4

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VCU Magazine is published quarterly for alumni and friends by Virginia Commonwealth University, Alumni Activities Office, Richmond, Virginia 23284. Telephone (804) 770-7124.

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Cover: Science fiction is but one literary genre explored in the course Literature and Science. For a discussion of the course's content, please turn to page 2. The *Star Wars*-inspired cover was created by Ed Hackley, of University Graphics, Department of Communication Arts and Design.

Opposite: Doorway to "The Temple," which will be razed in order that a \$4.2 million music-theatre building might be erected on the same site. Photograph by Bob Strong.

And the president is. . .

On November 17, after an eight-month-long nationwide search, the Board of Visitors selected Edmund F. Ackell, D.M.D., M.D., to become the third president of Virginia Commonwealth University.

Ackell, a fifty-two-year-old native of Danbury, Connecticut, will assume the presidency on or before February 1, after having served four years at the University of Southern California, first as vice-president for health affairs, and most recently as special assistant for government affairs. Before moving to Los Angeles in 1974, he was vice-president for health affairs at the University of Florida.

Ackell's selection, announced by Wyndham B. Blanton, Jr., M.D., rector of the board, ended months of speculation as to who would succeed the late T. Edward Temple as VCU's president. Shortly after Temple's death last March, Blanton appointed a seventeen-member Presidential Search Assistance Committee composed of alumni, students, faculty, and administrators. The committee, chaired by Wayne C. Hall, Ph.D., vice-president for academic affairs, screened the 183 nominees for the job. Following the committee's recommendations, the board approved Ackell's appointment, just as this issue of *VCU Magazine* was going to press.

VCU's new president is not only an educator, but also a dentist and a physician. After serving with the Naval Air Force during World War II, Ackell earned a bachelor's degree in biology from Holy Cross College in 1949. Four years later Tufts University awarded him the doctor of dental medicine degree. Following an internship in oral surgery at Bellevue Medical Center in New York, Ackell entered the University of Pennsylvania's Graduate School of Medicine, where he completed a fellowship in oral pathology and surgery and later served as an assistant instructor.

In 1957 he became an instructor at Case Western Reserve University, and it was there that he earned a doctor of medicine degree in 1962. As he advanced from instructor to associate professor of medicine and dentistry, he was made associate dean of dentistry at Case Western Reserve.

After spending nine years in Cleveland, Ackell was named dean of the



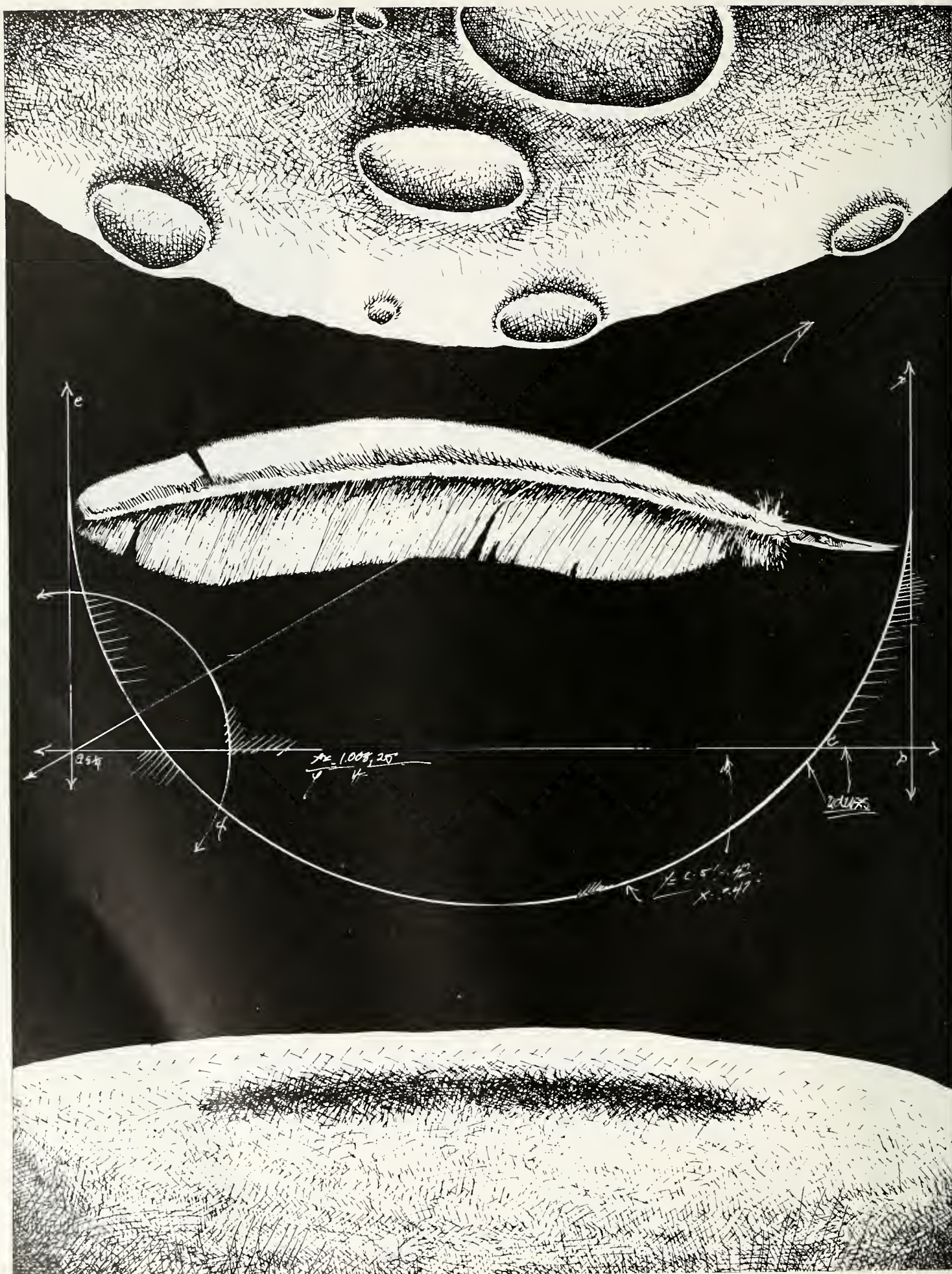
College of Dentistry at the University of Florida, a post he held until 1969 when he became provost of that university's J. Hillis Miller Health Center, located in Gainesville. Three years later he became vice-president for health affairs, first at Florida, in 1971, and then at Southern California, in 1974.

VCU Magazine joins the entire university community in welcoming President Ackell to Richmond. An interview with the new president will follow in a subsequent issue.

Thanks to passage of the bond issue before Virginia voters on November 8, VCU will gain its long-awaited performing arts center. The \$4.2 million building, which will house the departments of theatre and music, was one of twenty-six construction projects on nineteen campuses included in the \$86.5 million bond package for higher education. Four other bond proposals—\$21.5 million for the correctional system, \$4 million for mental health facilities, \$5 million for parks and recreation areas, and \$8 million for ports expansion at Hampton Roads—were also approved in the statewide balloting.

Bids on the VCU construction project will be taken in March, with demolition and construction scheduled to begin in early summer. The performing arts center, to be completed by September, 1980, will be located in the 900 block of Park Avenue, presently the site of "The Temple" and eight town houses. Another \$1.5 million from the sale of state revenue bonds is earmarked for the MCV Cancer Center. The university is grateful to voters for their support of the bond issues.

G.B.R.



Literature and Science: Two cultures in conflict?

Ann M. Woodlief, Ph.D.

"Literature and science? But they don't go together at all!" was my immediate response to the first mention of a proposed interdisciplinary sophomore-level English course. My colleagues laughed and said, "That comment sounds especially strange coming from an English professor who married a chemistry-major-turned-radiologist." After some reflection, I asked if I could help develop such a course.

Three years, three classes, and much research later, I wonder why I so quickly assumed that there were still "two cultures" (as C. P. Snow has called them) in conflict or at least at opposite ends of the intellectual range. I, too, must have been fooled by the ever-increasing specialization in universities, which leaves professors little time or energy to dabble outside their fields. But my VCU students and our reading of contemporary science-related literature soon set me straight.

After six weeks of reading and debating the differences between the world-views of physical scientists and humanists, my first class of model-loving science students informed me that the intellectual disciplines should not be represented on a straight line with physics and poetry at opposite ends but on a circle with mathematics and music providing links between the sciences and the humanities. After some discussion they decided that a solid cylinder more accurately reflected the close interrelationships of all disciplines. Eventually, they announced that the continuum was a sphere, that science and literature were complementary and ultimately indivisible. Although there was much about both science and literature that they did not understand, I am convinced that their instincts were right. There are numerous signs—and not limited to science fiction—that even our survival as individuals and as a planet may well depend on the reconciliation and interaction of both ways of looking at ourselves and our world.

The English department's Literature and Science course came into being in 1975 primarily to serve the needs of students not majoring in English, especially science majors who often struggle

through the more traditional survey courses. Their recurring complaint that I just can't seem to think like an English teacher expects does not indicate a lack of student intellectual capacity so much as a lack of communication and a clash of learning objectives. Over the years I have frequently met former science majors, especially physicians, who lament their never having developed an appreciation for literature, and they



often blame authoritarian approaches to "great works" in college English courses. Regardless of their validity, these complaints deserve investigation and creative responses.

One of the surprising developments is that English and art majors have also been attracted to the course, although it was not designed with their particular interests in mind. Their presence and enthusiasm underscore the fact that the cultural division between science and literature is more mythic than real. These students have some solid background in science and, what is more important, minds receptive to relating science to art and life, not just the laboratory. They, and people like them, will be the future writers and artists, and like many writers of today, they want to use, not abuse, science as one basis for imagination and insight.

The course has been offered for four semesters. Robert J. McNutt, instructor in English, taught the class one semester

and I have taught the rest. Each time the class enrolled about twenty-five students. Before offering the course, I talked with the chairmen of the physical science departments, who assured me of their support. However, I did not expect the surprising response which emerged during the first weeks of the course from fellow faculty members. I began receiving telephone calls and messages via students from professors on both the Academic and MCV campuses who were intrigued by the premises of the course. We invited some of them to come join our discussion and share their ideas. During one semester a medical sociologist, a chemist, a humanist from the general studies program, a poet, and a linguist all visited the class to reveal themselves as modern Renaissance men.

There are other indications throughout the university that the "two cultures" debate is essentially over, as interdisciplinary courses drawing upon both science and literature proliferate. In the English department last fall, Assistant Professor Lawrence F. Laban, Ph.D., taught a course called *Personality and Literary Criticism*, or unofficially "literature on the couch," which coordinated the insights of Freud, Jung, and Erikson with literature. The humanities course *Death: Myth and Reality* has proved so popular that its run has already been extended from one semester to three. At the medical school several informal seminars have explored the relationship of the humanities to science; Gary Sange, poet and assistant professor of English, talked about poetry at one such meeting. This past semester a course entitled *Value Dimensions in Health Care*, taught by Glenn R. Pratt, S.T.D., associate professor of ethics, drew on the works of writers Sartre, Camus, and Hesse. As of yet, MCV has used little or no literature in its psychiatric training program, but many medical schools do, most notably Johns Hopkins.

One of the objectives of our Literature and Science course is to have students not only understand and appreciate the ideas and forms of literature, but to verbalize these ideas and their implications for science and life itself. Science students often tend to be passive in

English classes—they are busy with their science courses, are intimidated by terminology they are not accustomed to, and may be rather cynical about their ability to offer significant observations about literature. We English teachers sometimes inadvertently create this cynicism by becoming so excited about our own particular way of interpreting literature that we neglect other equally valid opinions. And often, our science students do have a different perspective, usually one which emphasizes ideas over form and style. Hence, in this course, a partnership of learning and mutual respect had to be formed. What the teacher does not know about the scientific content of the material is usually balanced by what the students do not know about literature. My students write short essays, often before class discussion, on the assigned reading and discuss their reactions freely in class. In turn, I promise not to be too critical of their ideas as long as they can support them specifically from the text. Grades on the writing, then, do not measure the "correctness" of their interpretations but the writing itself—its organization, clarity, grammar, and the development and support of ideas. Incidentally, most students appreciate this focus on their writing skills.

The course begins with several weeks of exploring the question of just how science and the humanities—especially literature—are related. Last semester the discussion culminated with students doing research and taking sides in two debates. Groups of nine students each presented arguments on the relative merits and even superiority of the sciences (including the social sciences and mathematics) and the humanities (including the fine arts). Then two smaller groups debated whether the disciplines were reconcilable and if so, in which respects. Numerous essays and works such as Jacob Bronowski's *Science and Human Values* and Robert Pirsig's *Zen and the Art of Motorcycle Maintenance* have been very useful. Each semester the debate has ended with students saying rather impatiently, "What's the big deal? Sure, there are differences between science and literature, but we as human beings cannot live well without both."

Next, we focus our attention on literature which uses science, either as subject matter, as metaphor, or as basis of extrapolation into the future. Generally we have used modern works which draw on current scientific concepts. However, it would be possible to go back to the Greeks, for whom "science" was the word for knowledge, or to the seventeenth century when John Donne contemplated how the world had been turned inside out because of the astronomical discoveries of Galileo and Copernicus. Last semester we read Bertolt Brecht's *Galileo*, Donne's famous

anniversary poems, and Shakespeare's *The Tempest*. Numerous works could have been selected in which writers reacted to the discoveries of science after Newton and Copernicus, especially during the Victorian panic over Darwinism. But because of our emphasis on the reconciliation of science and literature, these works are usually only mentioned, not read. We did read Mary Shelley's *Frankenstein* in conjunction with Kurt Vonnegut's *Cat's Cradle* in our effort to understand the ambivalent cultural feelings about the scientist and his power.

The use of scientific facts as an aid to perceiving broader religious, philosophical, and artistic ideas has a long history in American literature, beginning with Jonathan Edwards and Benjamin Franklin. However, I trace this synthesis of science and literature primarily to Thoreau, Emerson, and American transcendentalism, my area of specialization. These nineteenth-century authors confidently declared that any fact of nature, carefully and even lovingly explored, can "blossom into truth." Thoreau's *Walden* and Melville's *Moby Dick* are both examples of artistic works anchored in facts which the authors probe for implications and ultimate meanings.

Contemporary American nonfiction prose has continued this tradition, and some of these works are always included in the course. A particular favorite of the students is Loren Eiseley's *The Immense Journey*. Unfortunately, because of today's departmentalization of knowledge, books like this one—with its perceptive and eloquent relating of anthropology and evolutionary theory to the author's reflections about the meaning of life for himself and the human race—end in limbo. Another such book which is not quite literary or scientific, although a beautiful blend of both, is Annie Dillard's *Pilgrim at Tinker Creek*. She progresses from a microscopic examination of the creek and its creatures to disturbing questions about whether nature is some kind of an amoral monster or whether man is a freak for being revolted by nature's apparent lack of concern for the individual.

Both books, along with similar works, such as Lewis Thomas's *Lives of a Cell* and Isaac Asimov's many well-written explanations of science, are quite popular outside the university. Annie Dillard has even won a Pulitzer Prize. But somehow these contemporary works are rarely included in university courses because they defy ordinary disciplinary classifications. This is unfortunate, for this kind of literature—and it is truly literature, albeit nonfiction prose—is one that many students respond well to and will probably enjoy reading all their lives, especially if they understand its values, including its literary merit.

Poetry provides another area of inves-

tigation, one that many students approach hesitantly. The way has sometimes been smoothed by a visit from VCU poet Gary Sange, who explains the creative process involved in taking a poem from the initial concrete experience (such as noticing the wire mesh embedded in the glass on a schoolroom door) to its final artistic product. Contemporary poems which use scientific insights for their basic analogy are read and discussed throughout the semester—these include poems by Robert Frost, A. R. Ammons, Conrad Aiken, John Ciardi, May Swenson, Stanley Kunitz, E. E. Cummings, Josephine Miles, Randall Jarrell, and Linda Pastan.

In reading these poems, we discuss both the factual content and the ideas which develop through analogy, as well as briefly noting their stylistic qualities. For example, both the current geological theories of continental drift and some insight into the union-separation aspect of marriage emerge from the following poem, "Drift,"* from *Aspects of Eve* by Linda Pastan, a poet who is married to a scientist:

Lying in bed this morning
you read to me of continental drift,
how Africa and South America
sleeping once side by side
slowly slid apart;
how California even now
pushes off like a swimmer
from the country's edge, along
the San Andreas fault.
And I thought about you and me
who move in sleep each night
to the far reaches of the bed,
ranges of blanket between us.
It is a natural law this drift
and though we break it
as we break bread
over and over again, you remain
Africa with your deep shade,
your heat. And I, like California,
push off from your side
my two feet cold
against your back, dreaming
of Asia Minor.

The most obvious element of the Literature and Science course is science fiction, and there are aficionados who enroll just for the opportunity to discuss the writing they already love. There are usually a few students, however, who sneer and say, "Just because these writers throw around a few scientific facts doesn't keep me from seeing that it's a bunch of fairy tales." My attitude is somewhere between these extremes; science fiction (or speculative fiction, the term currently in favor) may lack subtleties of characterization or form and rely too heavily on certain patterns, but it is a powerful literature of ideas which speaks to our present needs positively, giving us a distanced and imaginative

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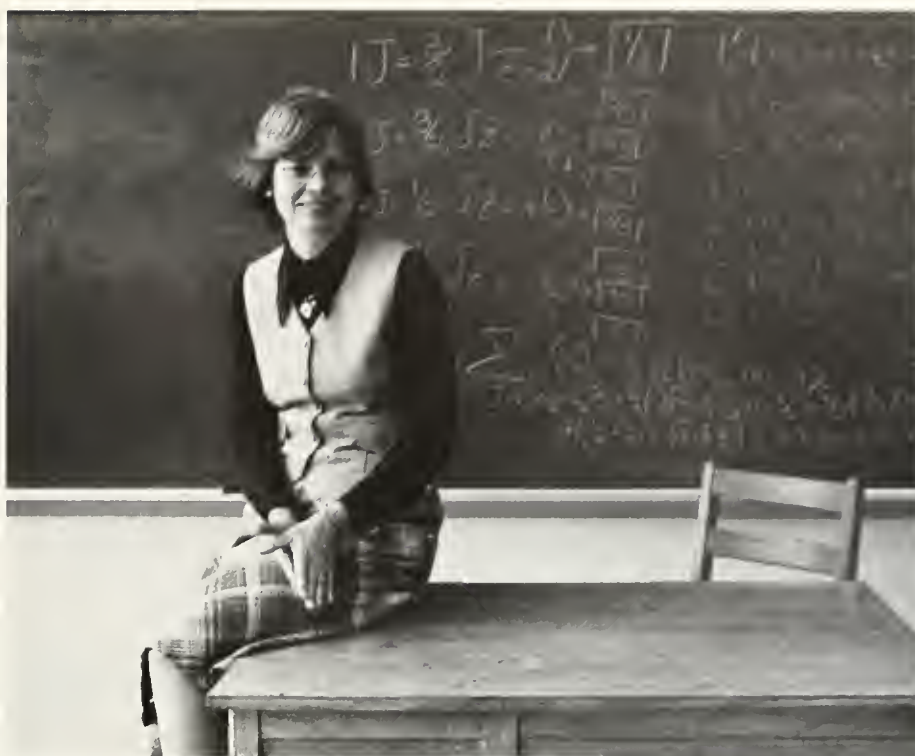
perspective of ourselves and our planet. Indeed, it is literary. More important, it is persuasively rhetorical, often forcing readers to examine the long-range consequences of present actions and attitudes.

Studying science fiction gives students the chance to consider the relationship between truth and fiction, which sometimes is much closer than most realize. Looking into such literary matters as point of view, irony, and myth helps the class to see what powerful truths can emerge because of fiction, not in spite of it. The students sometimes read an anthology of science fiction short stories which contains introductions written by the authors focusing on particular literary aspects of their own stories. These introductions lead to a discussion of the literary terminology involved and the question of how much an author is actually conscious of the artistic effects he achieves. Thus the students pick up some useful concepts of literary analysis rather painlessly by working them out, not by being told about them.

But it is the ideas in science fiction which have the greatest impact. As a character in Kurt Vonnegut's *God Bless You, Mr. Rosewater* says in a speech to a group of science fiction writers:

You're the only ones who'll talk about the *really* terrific changes going on, the only ones crazy enough to know that life is a space voyage, and not a short one, either, but one that'll last for billions of years. You're the only ones with guts enough to *really* care about the future, who *really* notice what machines do to us, what wars do to us, what cities do to us, what big, simple ideas do to us, what tremendous misunderstandings, mistakes, accidents and catastrophies do to us. You're the only ones zany enough to agonize over time and distances without limit, over mysteries that never die, over the fact that we are right now determining whether the space voyage for the next billion years or so is going to be Heaven or Hell.

Perhaps Vonnegut overstates his case, but he is on the right track. Science fiction may be less escapist than what is called mainstream literature. Generally speaking, in literature the reader can become part of an authentic and fully realized world and may never relate it to his own except perhaps on a personal, emotional level. But in science fiction, the world (or universe!) encountered is a strange one, and we as readers actively work to make sense of it in terms of the world and people we do know. The result can be a fresh view of our own limitations, especially with regard to



Woodlief: "Our survival as individuals and as a planet may well depend on the reconciliation and interaction of the physical sciences and the humanities."

nationality, race, sex, technology, and even our devotion to facts and rationality.

Also, unlike mainstream literature, science fiction is usually upbeat and optimistic, even when it pictures doomsday. After all, the doom is fictitious and set in the future. It arrives logically from certain flaws in man and his way of treating other men and nature (or, sometimes, beings on other planets). Forewarned is forearmed, and perhaps that chain of logic can be broken. When man sees his stupidity he has a chance of surmounting it. Science fiction writers may well be the most influential reformers at work today but reformers with a difference: most see clearly the inherent limitations of utopia achieved.

I have not had as difficult a time finding well-written science fiction as my skeptical colleagues expected. I do look for a significant amount of scientific content—not just a time-space warp—so that my science students will have a starting point. Isaac Asimov and Arthur Clarke are both scientists who write excellent science fiction. The *Dune* trilogy by Frank Herbert, *The Dispossessed* by Ursula Le Guin, and *Brave New World* by Aldous Huxley are other good books, especially useful for considering the limitations of utopia. Good science fiction is becoming so abundant that many schools have created entire courses around it. As yet, a credit course in science fiction is not offered by the VCU English department, although matching sufficient student demand with a willing instructor could change the situation.

Our Literature and Science course presents other opportunities, especially as it departs from the emphasis on the physical sciences which I have generally retained. Robert McNutt has touched on the behavioral sciences by including stories by Jack London and William Golding's *Lord of the Flies*. We have both taught B. F. Skinner's *Walden Two*, a novel about a behavioral utopia. We have done little with the early twentieth-century literary movement called "naturalism," which developed in response to scientific ideas about evolution and determinism, since the English department already offers an American literature course in that area.

Every year more literature appears in which science plays an integral part. There is a real excitement in sensing that this course is on the cutting edge of the future. But what is more exciting is seeing student antipathy, or just apathy, toward literature turn into an enthusiastic realization that literature is full of meaning for everyone, not just English teachers. □

Ann M. Woodlief, a Phi Beta Kappa graduate of Wake Forest University, once worked for the Western Electric Company in Winston-Salem, North Carolina, as an editor of missile instruction manuals. Now an assistant professor of English at VCU, she is married to radiologist Ray M. Woodlief, an assistant professor at the Medical College of Virginia. She joined the university faculty in 1972 after completing her doctorate in English at the University of North Carolina at Chapel Hill.

VCU's night people

Two nights a week for the past four years Robert Erickson has commuted to classes at VCU from his home in Fredericksburg, a distance of 120 miles round trip. Now just two courses away from a bachelor's degree in marketing, Erickson is looking forward to graduating in May and ending fourteen years of study that began at a junior college in California. Earning a degree has not been easy for the thirty-nine-year-old father of two children; it has meant precious time away from his understanding wife and family. Yet the degree has been his persistent goal, something he felt he had to achieve to satisfy his own ego. Perhaps it will help him win a promotion, but for the time being at least he expects to continue in his present civil service job, that of heading the photographic laboratory at the Naval Surface Weapons Center in Dahlgren, Virginia.

When Carol Romeo considers her children's ages—nineteen, seventeen, sixteen, fourteen, and eight—she foresees that within a few years the five Romeo youths will be grown and gone. Thus, Romeo, a registered nurse, is readying herself for a new career—possibly in a hospital, or in nursing education, a field in which she is already experienced. This fall the forty-five-year-old Richmond homemaker enrolled in VCU's Evening College in the hope of completing the master's program in adult education. Although Romeo, who holds a baccalaureate degree in nursing education, has taught part time, this marks the first occasion in which she has been a student in some twenty years.

Ruth Jones, a self-described senior citizen, took a night course in creative writing this fall under VCU's Ellington White. She was, however, no stranger to the university or to White's classes. Jones, who graduated from what was then Richmond Professional Institute in 1940 with a master's degree in social work, has taken the same creative writing course for three semesters. "I don't need the credit," she laughs. She just enjoys writing for her own pleasure. During her forty-year career as a social worker with Family and Children's Services of Richmond, Jones wrote hun-

dreds of factual case histories and reports. Now she enjoys writing short stories in her continuing "search to find meaning to life." Besides working as many as twenty-five hours a week as a counselor at the First Unitarian Church, the lively seventy-nine-year-old great-grandmother often takes as many as two courses a semester "just for fun"—and for free. Jones was one of forty-seven Richmonders over sixty years of age who, without charge, recently audited evening courses at VCU under the Senior Citizens Higher Education Act of 1974.

Robert Erickson, Carol Romeo, and Ruth Jones are representative of hundreds of students attending VCU's Evening College. Like their classmates, they know why they are here. For them night classes provide something meaningful: an opportunity to enhance their careers and to enrich their lives. They come voluntarily and often at considerable sacrifice, particularly in terms of time spent away from their families.

When asked what it is they like about the Evening College, each presents a somewhat different view. Erickson praises the overall caliber of the faculty and the quality of the instruction, noting that the information is up-to-date, and the thinking, progressive. Romeo cites the number of courses available and the flexibility of the program, which permits her to choose from both day and evening classes—whichever suit her and her family's schedules. Jones likes the diversity of generations represented in the classroom and the exchange of ideas among those of "typical" college age and senior citizens such as herself.

This past fall semester, well over seventeen thousand student seats were filled in courses offered through the Evening College. Of these, approximately half were occupied by people from the community who came to the campus only for evening classes; the others were taken by students who also attend the day program. In fact, VCU's Evening College boasts of having the largest enrollment of any night program on a single campus in the nation.

The driving force behind the growth of the night school for more than a decade

has been John A. Mapp, dean of the Evening College and Summer Sessions. When Mapp came to RPI under then-president George J. Oliver, the Evening College enrolled only some twenty-five hundred students. Four years later, after RPI merged with the Medical College of Virginia to form Virginia Commonwealth University, enrollment began to rise, with increases recorded every year but two. This fall approximately fifty-nine hundred students registered for evening classes, slightly more than the number matriculating a year ago. (The difference between the head count and the number of student seats is easily explained—many people take more than one night course a semester.)

The growth of VCU's Evening College is in many ways attributable to Mapp's all-out dedication to these adult, part-time students. Largely through his own dogged determination, the Evening College office offers one-stop service, enabling students to pick up a catalog, register for courses, pay their tuition, and change their class schedules all at the same location—a service desk in the administration building at 901 West Franklin Street—and at hours convenient to almost everyone, from 8:00 A.M. to 9:45 P.M.

Mapp has also fostered a policy of open admissions, permitting students to sign up for classes with a minimum of red tape. No application forms and no transcripts are required. "We don't want any transcripts. That is the last thing the Evening College or the summer school wants," states Mapp emphatically, opining that to require them would be "bureaucracy *extraordinaire*."

Basically, almost anyone may register for an Evening College class, provided that he or she has a high school diploma (or its equivalent) or left the last college attended in good standing. Even those on academic probation or having been suspended from college may be given a second chance—that is, if they have been out of school for as long as a year. Degree-seeking students still must go through the usual admissions process.

Right: Part-time students may earn VCU degrees, ranging from the A.S. to the Ph.D., by attending classes at night.

Photograph by Gary Burns





Mapp, dean of the Evening College and Summer Sessions, is responsible for many of the innovations that characterize VCU's Evening College, the largest night program operating on a single campus in the nation. This fall more than 17,000 student seats were filled in the 1,000 courses offered by the Evening College. Sixty-four degree programs were available after 4:00 P.M.

According to the dean, more than half of the students in the Evening College already have one college degree. "They've already shown that they are good students," he says. Plus they have maturity. He points out that the median age of Evening College matriculants is more than twenty-seven years.

While the term "open admissions" causes many traditionalists to shudder, Mapp explains that "we are not completely open. Everybody's academic status is checked." In fact, a student must be eligible to return to the last college he attended in order to be accepted at VCU. "Our institution is selective," he assures, "but it is a self-selective process that we have in the evening."

More and more institutions, Mapp says, are adopting open admissions policies similar to those of the Evening College. Those that are, are the institutions he describes as "really wanting students"—spurning any elitist attitude toward education. "You see," he says, "most institutions were designed to keep people out. They were selective. Historically, the first real hurdle you had to get over was financial. And if you could finance it, you could get into a good college."

Clearly, Mapp's educational philosophy embodies a Jeffersonian con-

cept of democracy. He quotes Jefferson as saying, "There is no safer reservoir for power than in the people,"* and adds his own conviction that the people are the ones who need the education. It is this ideal—that the right to an education should belong not solely to the young but to all regardless of age—that has characterized VCU's Evening College during Mapp's tenure.

But Mapp is interested in more than just fattening class rolls with workaday adults hungry for the good life educators have traditionally promised. He is also concerned with *service*, making certain that the university is responsive to the needs of students who stop by the campus for only a few evening hours. Sometimes it is as simple an accommodation as making certain that a student can either add or drop a course with a minimum of hassle.

To assure students top-quality service, Mapp has hired seasoned professionals to answer questions, listen to complaints, and offer encouragement to those calling at the Evening College office. For example, a former high school principal, William W. Brock, Jr., staffs

the service desk, frequently greeting his former students from Richmond's Thomas Jefferson High School by their first names. A part-time employee, Roy A. Hogrefe, a retired school superintendent, assigns classrooms for the hundreds of courses offered each semester. All told, the Evening College office employs twenty people, from clerk typists to a catalog coordinator to an assistant dean.

Rozanne Garrett Epps, Mapp's chief assistant for the past fourteen years, reiterates this emphasis on service. Evening College staff, she explains, are instructed not to send students off to another office to get a problem solved, but to go with them. Accompanying a student enables the staff person, says Epps, "to see for himself what is going on and how smoothly things are running." To that Epps adds her own bit of humanistic philosophy: "You never tell a student he *has* to do anything." Instead, she likes to suggest that a student *should* or *needs* to do thus and so.

Mapp, who often answers his own telephone, is as likely as any member of the staff to involve himself in helping students. A request for a catalog or a query from a person seeking a textbook may be handled by the dean himself. Mapp enjoys this contact with students and for many of them he epitomizes

*This is a paraphrase of Jefferson's statement: "I know no safer depository of the ultimate powers of the society but the people themselves."

VCU. Scarcely a week goes by that one of them does not drop by his office to thank him personally. An education would have been impossible, many say, had it not been for his help.

Unlike most university employees, Mapp is not above sharing one of the commuting students' greatest frustrations—that of finding an on-street parking space near the Fan District campus. During his years with VCU, Mapp has never rented a space in a parking lot. Instead, he circles the campus seeking out one of the precious, few curbside parking places. It is not that Mapp refuses to shell out the monthly parking fee of twelve dollars to park in a university-owned lot. But having to find a space to park his Ford Pinto keeps him aware of the bane of commuting students. And having to walk the three or four blocks to his office allows him further opportunity for friendly chats with fellow commuters.

Even though the Evening College was started in 1920, its major growth and development have occurred since the mid-sixties. And it is, of course, John Mapp who is largely responsible for many of the innovations that have helped to make VCU's evening program one of the most successful—and responsive—in the country.

One of Mapp's early achievements was to publish the entire Evening College course listing on newsprint and to circulate the tabloid-size catalog with regular editions of a local newspaper. Although he makes no claim of having originated the "newspaper catalog" (he says he got the idea when the city of Richmond published its annual report as a newspaper supplement), VCU's predecessor, RPI, may well have been the first institution in the nation to go "public" with a newsprint catalog in 1967. Today, distribution of course listings by newspaper is quite common, having been adopted by a number of institutions, including Boston University and the University of Richmond.

For more than ten years now, Evening College and Summer Sessions catalogs have been dropped on doorsteps across the commonwealth, along with copies of Richmond's two daily newspapers. Sometime in February the 1978 summer catalog will again be published as an insert to the *Richmond Times-Dispatch*, placing it in 200,000 Virginia households. The two-semester Evening College catalog circulates with an edition of the afternoon *Richmond News Leader*, usually in early summer. That paper's mainly local circulation, well over 100,000, is particularly appropriate since evening enrollment is drawn mainly from the Richmond area.

Publishing these two catalogs with the newspapers "is certainly in tune with the type of institution we are," states Mapp. "It is suggestive of the fact that we're

spreading the word. . . . This is an open institution where people can come in and get what they want."

Not only do the newspaper inserts reach more people, but they are also less expensive than traditional catalogs printed on fine paper. And besides being more economical to produce, these tabloids save mailing costs.

This year's forty-page catalog lists a thousand classes being offered by the Evening College during both the fall and spring semesters. A perusal of its pages reveals courses ranging from accounting to tap dancing; from hymnology to virology; from social planning to traffic planning.

Sixty-four degree programs—from two-year associate degrees to doctorates—are available on campus after 4:00 P.M. For example, a part-time student can now earn chemistry degrees all the way through the Ph.D. by taking courses in the evening, on weekends, and during summers.

Besides traditional approaches to instruction, the Evening College offers several special courses taught by newspaper and television. This fall forty-six students were registered for the course *Crime and Justice in America*, published in fourteen installments by the Sunday *Richmond Times-Dispatch*. John Kenneth Galbraith's thirteen-part series, "The Age of Uncertainty," created for public television and aired locally by WCVE-TV, formed the basis for a course which enrolled twenty-four students. In addition to weekly viewings and readings, both courses, worth three credits each, required attendance at on-campus seminars and final examinations.

The Course by Newspaper, a copyrighted series developed by the University of California at San Diego,

was introduced to the Richmond area by Mapp, who convinced local newspaper executives to begin running it in 1973. The dean also introduced the institution's first televised courses in 1966.

Another of Mapp's innovations is the Christmas Intercession, a two-week mini-term between semesters in which students can complete an entire three-credit course by attending eleven four-hour class periods. This December seventeen different courses—ranging from survey courses in American history, anthropology, psychology, and sociology to the Films of Alfred Hitchcock—will be offered between December 26 and January 7. Last year 455 students were enrolled in the fifteen courses offered during the same holiday period.

In addition to the two-week Christmas term, students also have their choice of three-, five-, six-, and nine-week summer sessions. Night classes are also available during the summer, as are Saturday morning classes. During the fall semester, thirteen courses were taught on Saturday mornings, with another eleven announced for the upcoming spring semester. One course, Basic Photography, met on Sundays this past fall.

Although weekend classes generally have not attracted as many students as he would like, Mapp notes with pride the success of Saturday offerings by the Department of Rehabilitation Counseling. This fall 177 graduate students participated in the department's Work-Study Program. The program permits employed adults to complete master's degrees in rehabilitation counseling by attending classes that meet on alternate weekends, during the evening, and in the summer. To date, more than 200 rehabilitation counselors have earned



Evening students typically hold at least one college degree. Their median age is 27.4 years.

degrees through the Work-Study Program.

"We have not had the success with weekend classes that I anticipated," confesses Mapp. Classes that meet every other weekend, he now believes, would likely appeal to students more than those meeting every weekend. "This wouldn't break up the patterns of family life," he explains. Eventually, three-credit courses that span two semesters may be offered on alternate weekends.

To suggest that John Mapp has been somehow single-handedly responsible for the success of VCU's Evening College and Summer Sessions is to deny credit to his staff and other university faculty and administrators. Although Mapp has often been the innovator and inspirator, his ideas would never have come to fruition had it not been for the support of his colleagues. In fact, Mapp himself always emphasizes the teamwork aspect of his operation.

If there is a single person, however, who can be credited with the unique concept inherent in the evening program, it would have to be the late Henry H. Hibbs, founder and first chief administrator of Richmond Professional Institute, now the Academic Campus. Since RPI could not afford to offer a special course to, say, six students, Hibbs would schedule the class at night and open it to the community, hoping to attract five or six more people interested in the subject and willing to pay the tuition. Next he would find someone to teach the course and offer a stipend. To make certain enough paying students were enrolled, Hibbs would often go to the first class meeting to handle registration personally. If enough students were present, the class was off and running.

But because the classes needed day students to make them feasible, the same credit was given for both day and evening classes. There were no separate degrees, and contrary to many traditional universities, courses scheduled at night never carried a second-rate stigma on the students' transcripts. At VCU evening classes are offered by their respective schools and departments, just as are classes during the day. "Administratively, we operate sort of like a second shift would," explains Mapp. There is not even an Evening College faculty per se. Regular faculty members often divide their teaching loads between the day and evening programs, with some professors choosing to teach all of their courses at night. When additional instructors are needed, the deans hire adjunct faculty—professionals from the community, who by their expertise and knowledge are qualified to teach.

"I guess the highest ranking man we have teaching this fall, as he has been for the past seven or eight years," says Mapp, "is Dana Hamel, chancellor of the community college system." Hamel teaches a graduate course for the School

of Education on the history and development of the community college. Another state official, Louis Manarin, state archivist, teaches a course in archival and historical administration, which meets at the Virginia State Library. The late T. Edward Temple began his association with VCU while he was the governor's top administrator. For six years Temple taught a course in urban affairs. Eventually, he became a vice-president and then president of VCU.

In addition to the university area's lack of parking, the Evening College has to contend with a shortage of adequate classroom space. Since the majority of courses are offered during the same hours, from 7:00 P.M. to 9:40 P.M., there are too few available classrooms on campus. Classes have even been held in nearby church parish houses. And although the crunch has eased since the opening of Oliver Hall last year, some classes continue to meet off campus, and occasionally to great advantage. For example, Hamel's course on the community college meets in the board room of the State Council of Higher Education, located in a building near Capital Square. Another course, one in aerospace education, meets at Richmond's Byrd Airport. The Richmond Public Library is also the site of classes, particularly those involving films such as *Roots*, which was shown free of charge this fall to the public interested in the series without their having to register for the companion course.

Even though Mapp foresees that "the classroom situation here will be tight right along," he does not expect a repeat of a problem experienced a few years ago: a misunderstanding resulted in a staff member's assigning four classes to a men's room.

Mapp himself has been known to make mistakes. Sometimes his mind races ahead of his Eastern Shore drawl, resulting in malapropisms, or what one staff member affectionately refers to as "Mappisms." Once, for example, Mapp offered that "the course runs from September to Fredericksburg." Another time, while introducing an evening college instructor to a colleague, Mapp was overheard to say: "I want you to meet Professor. . . . He is very ordinary and his wife is even more ordinary than he is." But Mapp is never nonplussed. He readily shares a good laugh with staff and friends alike. And in his fourteen years at VCU, Mapp has made many friends—of his own as well as for VCU.

In many ways Mapp has been VCU's ambassador in the community, having spanned the administrations of four presidents. While he has been one of the university's most ardent promoters, he likewise has nurtured the notion of Richmond's emergence as an educational center. He cites not only VCU's contributions to the community, but he acclaims also the achievements of the five

neighboring institutions: J. Sargeant Reynolds Community College, the Presbyterian School of Christian Education, Union Theological Seminary, the University of Richmond, and Virginia Union University.

In a June memorandum to the presidents of the six institutions, Mapp advised that "Richmond has so much to offer that we ought to spread the word a bit." Following his cue, the *Richmond Times-Dispatch* devoted one of its editorials to Mapp's suggestion. The editorial described Mapp as "education's evangelist in Richmond" and quoted him as saying: "Be it the job market, the availability of the good life, or accessibility and friendliness of the six institutions of higher learning, Richmond, in my estimation, compares favorably to other cities."

Mapp's days at VCU, however, are nearing their end. Come June 30, 1978, he will step down as dean, retiring at the age of sixty-five. Although his future plans are indefinite, Mapp may continue working in higher education, possibly as a consultant. His years of experience have earned him a national as well as a statewide reputation. He has, for example, served as president of the National Association of Summer Schools, now the North American Association of Summer Sessions, and has been an officer and director of the Virginia Adult Education Association.

Or Mapp may once again decide to work in labor management, a field he knew well before coming to VCU in 1964, having worked more than six years as a federal mediator in New Orleans. His professional experience also includes stints as an independent arbitrator and as a personnel director, first for the city of Richmond and then for Bristol Steel.

Although he will soon relinquish the job he has held with devotion for more than a decade, Mapp is ever-optimistic about the future of VCU and its Evening College.

"I am happy," he says, "that we have so far avoided the traditionalism that most universities seem to develop. The climate here is still one of wanting to serve a variety of students. We have not turned our backs, so to speak, on the part-time student just because we have been able to get plenty of full-time students.

"I had had some concern that as we grew, the faculty, coming in here from all over the country and from more traditional institutions, would tend to bring in their ideas and university concepts. But happily, they have tended to fit in here and to like our type of students, to like this environment and the mission of this particular institution. And if we can continue that spirit, I am sure that VCU will increasingly serve not only the community but also the whole region—and the country, for that matter." □



Warning: Your life-style may be dangerous to your health

While serving as surgeon general of the United States Public Health Service, Jesse L. Steinfeld, M.D., issued stern warnings about the dangers of cigarette smoking and influenced the government's decision to ban the sale of cyclamates. Now, as dean of the School of Medicine at the Medical College of Virginia, Steinfeld is involved in less controversial matters, yet he continues to warn of another potential health hazard—one's life-style.

When President Richard Nixon nominated him to the surgeon generalship in November, 1969, Steinfeld already was, according to the *Washington Post*, "the nation's number two health official." Just months earlier he had been appointed deputy assistant secretary for health and scientific affairs, and it was in that capacity with the Department of Health, Education, and Welfare that he became involved in the controversy over the artificial sweetener cyclamate.

After bladder cancer was discovered in rats

that had been fed cyclamates, Steinfeld appointed a panel of experts to prepare a report on cancer prevention. That report, submitted in April, 1970, flatly rejected the concept of "toxicologically insignificant" levels of carcinogens in foods, a concept that had served as a guideline for the Food and Drug Administration. Instead, it maintained that it is "impossible to establish any absolutely safe levels of exposure to a carcinogen for man."

As surgeon general, Steinfeld was responsible for the government's campaign to dissuade Americans from smoking. Steinfeld, a nonsmoker, enumerated in his annual reports to Congress the mounting evidence of the ills caused by smoking. In 1971 he cited studies showing that the nicotine in cigarettes increases the work of the heart and its need for oxygen, thus increasing the risk of heart attack. The following year his report emphasized for the first time the dangers to smokers and nonsmokers alike of carbon

monoxide, a component of all tobacco smoke. Among his recommendations to deal with the tobacco problem were bans against all cigarette advertising and smoking in restaurants, theaters, airplanes, buses, and trains.

One of the biggest controversies during his term as surgeon general was the government's stand on phosphate detergents. In response to environmentalists' claims that phosphates were damaging the nation's waterways, the Nixon administration called upon detergent companies to replace phosphates with a chemical called NTA (nitrilotriacetic acid). Steinfeld surprised both environmentalists and the detergent industry by announcing in late 1970 that studies had implicated NTA as a possible carcinogen and advised people to resume using phosphates until such time as a safe replacement was discovered. Since his remarks constituted a complete reversal of government policy, Steinfeld was widely criticized, yet he remained steadfast. In an article appearing in

Reader's Digest after he left government service, Steinfeld called the phosphate detergent flap "a classic case of environmental extremism and governmental ineptitude." To avoid such mistakes in the future, he wrote, "the public and the government must realize that the simple, hasty, politically expedient solution to a complex, scientific, regulatory issue may create more problems than it solves."

In January, 1972, Steinfeld became embroiled in another controversy when he released the first government report linking violence on television with aggressive behavior in children. In its summary of the report, the advisory committee wrote: "Violence in television programming does not have an adverse effect on the majority of the nation's youth but may influence small groups of youngsters predisposed by many factors to aggressive behavior." Critics of the report denounced it as "a political whitewash." Steinfeld contended that the report was not a whitewash. Yet he did concede in a Newsweek interview several months later that "if I had written this report alone, I would have written it somewhat more strongly."

After President Nixon was reelected for a second term, he did not reappoint Steinfeld as surgeon general. According to the New York Times, Steinfeld's "outspoken remarks and feisty character had not endeared him to the administration." After leaving Washington in early 1973, Steinfeld served one year as chairman of the department of oncology and director of the Comprehensive Cancer Center at the Mayo Clinic in Rochester, Minnesota. From there he went to the College of Medicine at the University of California, Irvine, where he was professor of medicine and chief of medical services at the Long Beach Veterans Administration Hospital. In March, 1976, Steinfeld assumed the deanship of the School of Medicine at MCV, succeeding Warren H. Pearse, M.D., who resigned in 1975 to become executive director of the American College of Obstetricians and Gynecologists.

A native of West Aliquippa, Pennsylvania, Steinfeld earned his B.S. degree from the University of Pittsburgh in 1945 and his M.D. degree four years later from Western Reserve University, in Cleveland. He took his internship training at Cedars of Lebanon Hospital in Los Angeles. His residencies in medicine were served at the Long Beach Veterans Administration Hospital and the University of California Hospital at San Francisco.

He joined the United States Public Health Service as a commissioned officer in 1951 and remained on active status until 1958. During that period, he was an Atomic Energy Commission postdoctoral fellow in medical sciences and was an instructor in medicine at the University of California, San Francisco, and at George Washington University.

A cancer specialist, Steinfeld taught at the University of Southern California from 1959 until 1968, when he became associate program director for the National Cancer

Institute. In 1969 he became deputy assistant secretary of health and scientific affairs, and later that year, surgeon general.

Since coming to MCV twenty-two months ago, Steinfeld has urged greater emphasis upon preventive medicine, pointing out that prevention is "the only long-term solution to many of our most vexing health problems." In a recent interview with VCU Magazine Steinfeld talked about the relationship between life-style and health, and other issues of concern. The interview, which has been edited, appears below.

VCU MAGAZINE: What do you consider to be the nation's number one health problem?

STEINFELD: I think the major health problem for Americans is their life-style. The killers today are heart disease and cancer. Seventy-five or a hundred years ago infectious diseases were the major causes of death.

Now, if we look at specific aspects of our life-style, we see that our problems are caused by cigarette smoking, which relates significantly to the epidemic of both lung cancer and cardiovascular disease; obesity, diet, and lack of exercise, which contribute primarily to cardiovascular disease; and the use of recreational drugs, such as alcohol, and other drug abuse, which contribute to the high rate of suicides, homicides, automobile accidents, and so on.

I group all of these diseases into what I call "technogenic disease"—diseases associated with our increasing use of technology—as opposed to infectious, metabolic, nutritional, traumatic, and neoplastic diseases which have been present since the beginning of time. All of the earlier diseases I mentioned are associated with our so-called advancing civilization. I do think civilization is advancing; it is just that we haven't quite learned to live with some of the things we have developed.

Q. What relationship is there between life-style and longevity?

A. The best study I know of on the subject was done by the dean of the School of Public Health at UCLA, Dr. Lester Breslow, and associates, who compared life-styles in several California communities. They looked for some things you'd think of as ordinary, possibly good, hygiene: eating three meals a day, eating an adequate breakfast, exercising properly, not being obese, not drinking to excess, not smoking, and sleeping seven to eight hours a night.

They found that the life span of a forty-five-year-old adult male would be increased by eleven and a half years if he engaged in all or almost all of these activities, as opposed, say, to a person who was obese, smoked cigarettes, drank alcohol excessively, didn't exercise, didn't eat breakfast, ate the wrong kinds

of foods, and snacked between meals. Eleven and a half years. That's a significant difference in life expectancy—related to what most of us would call good, sensible living.

Q. Can one change his life-style during his middle years and still expect to improve his chances of living a long and healthy life?

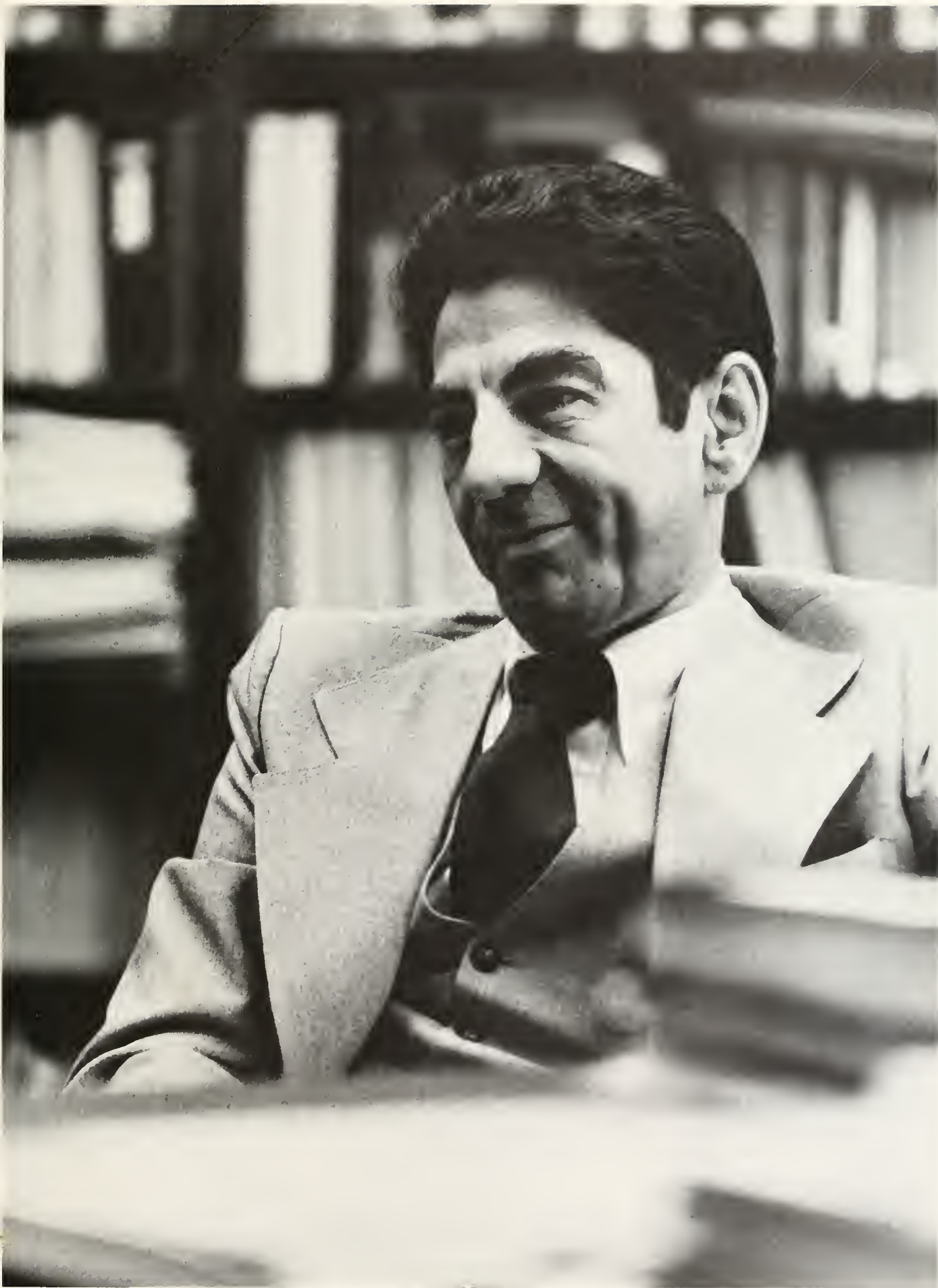
A. One can improve his life expectancy—certainly in terms of reducing his risk of heart disease—within a matter of months, provided he stops smoking. But it takes five to ten years before the risk of developing lung cancer in a former smoker approaches that of a nonsmoker. The reason is that lung cancer may have already developed, and, of course, it won't go away when a person stops smoking. So, it does take some time before the morbidity and mortality of persons who change their life-style approach that of people whose life-style was good to begin with. But there is no question that longevity can be improved and can continue to improve, so long as one behaves in a rational fashion. This holds true for women as well as men, but the differences are less marked.

Q. What life-style changes are needed to improve the health of the American people?

A. Well, I've indicated some things that I believe are important: three meals a day, beginning with a full breakfast, no snacks between meals, a moderately low-fat diet with some roughage, adequate exercise, alcohol in moderation, no smoking, and a measure of tranquility—which may be the most difficult of all to attain in our society.

Q. You have been speaking out about the dangers of cigarette smoking ever since you were surgeon general. Is there any evidence that the antismoking campaigns have been effective?

A. Thirty million adults have quit smoking in this country. There already is evidence that the incidence of and mortality from heart disease have been going down since about 1967. That may be related to a number of factors: the emphasis on exercise, the emphasis on diet, and the wide publication of the hazards of cigarette smoking. However, the average latency period between exposure to a chemical carcinogen [a substance which can cause cancer] and the development of human cancer is seventeen years. The great increase in cigarette smoking in American males began in World War I and shortly thereafter. The epidemic of lung cancer began during the thirties, increased in the forties, magnified in the fifties and sixties, and is beginning to level off in the seventies as more cigarettes have filters and less tar and nicotine and as



the word about the dangers of smoking has been publicized.

Q. While you were in Washington you became involved in the controversy over cyclamates. Now another artificial sweetener, saccharin, has also been found to cause bladder cancer in laboratory animals. Critics of the latest tests claim that the results are inconclusive as far as humans go. Why then should the use of saccharin be restricted or banned without solid evidence of its danger to humans?

A. The exposure to a chemical which causes cancer in animals may very well cause trouble in humans some ten, twenty, or thirty years down the road. In 1958 the Congress passed the Delaney Amendment, named for a congressman from New York. The amendment says that if a chemical food additive causes cancer when fed to any species of animal in any amount, it cannot be added to human food. There are no ifs, ands, or buts. The only question is whether the chemical is a food additive or not.

When cyclamates were found to cause bladder cancer in animals, we did not invoke the Delaney Amendment. Instead, we said that cyclamates looked like a carcinogen, and we took it off the market so that children and pregnant women could not be exposed to it. But we still had it available in diet foods and so labeled for people who were obese or diabetic. Meanwhile, we had an outside group review the scientific data. However, the Food and Drug Administration—subject to criticism on many fronts—ultimately just banned the sale of cyclamates by invoking the Delaney Amendment.

The recent data on saccharin is, I think, considerably more tenuous than the cyclamate data. There is a long history of human usage of saccharin, which was not the case with cyclamates. Cyclamates had been used heavily for only about ten or twelve years; thus, we didn't know whether we were aborting an epidemic of cancer or whether we were going to cause an increase in cardiovascular deaths through obesity.

But regarding saccharin, I would hope that it would continue to be available with a warning until such time as some other sweeteners are on the market.

Q. Having been through the cyclamate controversy, you are glad, no doubt, that you did not have to make the decisions regarding saccharin.

A. I think we made the right decision regarding cyclamates, and I think we would have made the right decision on the saccharin question. I don't have any regrets regarding the decisions I made. But as time passes, I think health issues are becoming more and more political. It may be harder and harder to make such decisions on a scientific basis.

Q. We Americans have the best medical care in the world. Yet our infant mortality rate ranks higher than that of fourteen other developed nations. Also, in comparing our life expectancy with that of other developed nations, we find that males in twenty-six countries average longer lives than men in the U.S. Likewise, females in eleven countries live longer than women here. Why?

A. When we talk about the United States, we're talking about 216 million Americans as if it were a homogeneous group and comparing it generally to Denmark, Norway, and Sweden, which have much smaller and more homogeneous populations. If you were to take a corresponding group of white, Anglo-Saxon Protestants, who are of upper middle-class background and whose life-styles include reasonably good health habits, you would find their infant mortality, maternal mortality, and longevity would not be too dissimilar from that found in Scandinavian countries. But when you add in groups of individuals who are underprivileged, who do not have even the same educational or genetic backgrounds, you begin seeing differences.

Another important point is that the health care system is not the major factor responsible for increasing the longevity of a child born in this country from about forty-five years in 1900 to seventy-two years in 1977. Public health measures, such as water purification, pasteurization of milk, improved sanitation, better nutrition, widespread immunizations, are responsible for our longer life spans. The fact that we have renal transplant teams, intensive care units, and those sorts of things is much less related to longevity than the environment we live in and create for ourselves.

Q. If public health measures and widespread inoculations have all but eliminated the threat of infectious diseases, why are such once-conquered diseases as polio and measles again on the rise, even in our own country? Elsewhere, haven't there even been reports of new cases of smallpox?

A. There are multiple causes, and the solutions are not very simple. For example, certain diseases probably have a reservoir in animals. Influenza virus will infect swine, and, of course, we all know about swine flu. In areas where animals and people are in intimate contact, the virus coat may be modified, and a brand new virus may become pathogenic. When this happens, a new epidemic may sweep the world.

On the other hand, there are some diseases—smallpox thought to be one—which occur only in humans. Now, that may or may not be true. It may be that some of the anthropoid apes may also have a form of smallpox which could infect people. Several years ago

the specialists in controlling infectious diseases decided that they could eradicate smallpox by vaccinating every human being. And in fact they have almost accomplished just that, even though there have been recent outbreaks in underdeveloped parts of the world where vaccination has not been complete.

But in well-developed nations, a possible fatal adverse reaction to the smallpox vaccine in individuals with insufficient immunity poses a greater threat than the possibility of getting the disease itself. So, vaccination against smallpox is no longer required in many countries. If, however, we continue to have these small outbreaks of smallpox throughout the world, then it would appear that there may be an animal reservoir, and I would be in favor of going back to vaccination.

There is another group of diseases, such as polio, which we have eradicated, by and large. Although polio is no longer epidemic, we continue to immunize children and adults who may be exposed. We could, however, eradicate polio completely if everyone were immunized.

Q. What do you consider to be the best method of improving the nation's health?

A. The best way to guarantee better health, I believe, is to have a better educated citizenry. Now, I want to distinguish between health information and health education. We know how to communicate health information, but we don't know how to get people to act on the information transmitted to them. When I was in Washington, we weren't spending any money on how to motivate people to act in a healthy fashion. Spending money on it won't completely solve the problem, but not spending, not even trying to do research in the area, won't get us anywhere at all.

According to a survey by the Public Health Service, the average citizen looks first to his physician for health information and second to television. I don't think either of those, unfortunately, is a good source. The physician is not taught to be a good health educator. He should be and could be, but that hasn't been the emphasis of either medical education or medical practice in the recent past.

The question really is: Whose role is it? Is it the role of the physician? Is it the role of the educator? Is it the role of the TV commentator? Is it the role of the family? Or is it everybody's role? I think we as a nation must examine and resolve this issue.

Q. Is there, as many assume, a shortage of physicians in this country?

A. There was a shortage of health professionals in 1969. When I was in Washington, we calculated that the

country needed approximately fifty thousand more physicians and as many as three hundred thousand more nurses. Since that time, the number of places for entering medical students has increased in this country from approximately nine thousand to sixteen thousand. We have also imported probably forty thousand to fifty thousand foreign medical graduates. In fact, we are on the verge of having a surplus of doctors by the year 1980 or 1981. Last year, however, Congress passed a law which began restricting the immigration of foreign medical graduates. Also, the number of American medical graduates will not be increasing at the rate it has been. We will probably have an adequate number of physicians within the next four or five years.

Q. If there are enough physicians nationally, then the problem must be one of distribution, particularly in rural areas and inner cities where shortages still exist. What should be done to assure that all Americans have access to medical care?
A. I think the medical schools and the medical community will have to get together to determine the appropriate number of specialists to be trained and their distribution, or else the government will do it. And although I am not antigovernment, I have greater faith in a better result coming from the voluntary efforts of educators, practitioners, and the people who utilize the service than from a government agency making the decision.

The solution to the problem of providing health care in the ghetto is to get rid of the ghetto. I realize that is a simplistic answer, but I think society fools itself if it thinks delivering health care is going to solve the problems of the urban ghetto. The high crime rate—the homicides, robberies, muggings, rapes, burnings, and those things—are not going to go away with health care. Society is going to have to look much more deeply into the causes and potential solutions to the ghetto problem instead of focusing on health care.

Q. Is MCV training the kind of physicians currently needed in Virginia?
A. For the past decade or so, the Medical College of Virginia has had approximately fifty to sixty percent of its graduates going into the primary care specialties: internal medicine, pediatrics, and family practice. This is what the federal government wants all medical schools to achieve within the next four or five years, yet we are already there.
By the nature of the students we select for admission and by the nature of our curriculum and our emphasis on patient care, we are providing the number of primary care physicians the federal government thinks is appropriate.

Where the graduates decide to practice is much more dependent upon their individual personalities and the kind of practice they prefer. I believe we are training an appropriately broad group of physicians, and in fact, of all physicians practicing in Virginia more are graduates of MCV than of any other medical school.

Q. Medical schools across the country have been under pressure to enroll more women and minorities. However, the special admissions policies of one of them, the University of California at Davis, has resulted in a celebrated "reverse discrimination" case brought by a white male, Allan Bakke, who was denied admission. Although the Supreme Court [at the time of this interview] has not handed down its opinion in the Bakke case, do you foresee the court's action altering admissions practices at MCV?

A. I don't think we are going to have a problem. We don't have a quota system. We are attempting to respond to society's desires and needs by picking students who we hope will serve all Virginians, rather than admitting, say, a group of upper-class or upper middle-class white males.

Also in this regard, we are trying to find people from rural areas who will go back to rural areas to practice. We're also trying to find people who have been disadvantaged, who will become good physicians, both male and female. And while they may not have had the same opportunities in high school and college, we're trying to provide additional materials to help them become successful physicians. What we haven't done is to change the standards we require for passing or graduation. I think the latter point is essential if we are going to maintain a first-rate profession.

Q. What do you hope to accomplish as dean of the School of Medicine?
A. To make this the best medical school in the country. I think it has enormous potential. MCV has changed dramatically over the last few decades. It is now part of a major university, and it has all of the ingredients, including new and expanding physical facilities, not only to provide good health care and serve as a model, but also to deliver quality education and to perform first-rate research.

Q. What curriculum changes would you like to see made in the medical school?
A. I see no need for us to modify our educational program in terms of the product. I would like to see us modify the program to emphasize more problem-solving, more independent work on the part of the student, and fewer hours spent in classroom lectures. Some six months before I arrived here, the school began a study of its cur-

riculum. And already, a gradual revision is underway in an attempt to meet some of the goals I just outlined.

Assuming we can learn how to do it properly and successfully, I would like to see us emphasize preventive medicine and health education to a greater extent than most schools. We are faced with the same problem as other institutions—not knowing exactly how to do it. I would be kidding myself if I made believe that I know exactly how to successfully train students to become health educators and to practice preventive medicine. But more importantly I know we must, and we are working on the problem.

There is another area that I think is important, but it will require a fair amount of time—research into the delivery of health care. It seems clear to me that with all of the emphasis in the Congress on delivery systems that some experimentation in the methods of delivery of health care may be appropriate and may help us to avoid what otherwise might be a government takeover of the profession.

Q. Do you see the nation moving towards socialized medicine?
A. Most industrialized countries have moved to socialized medicine or to some form of national health insurance. I suspect that we will, over a period of time, move more and more in that direction. I think that the way we could best serve our society would be to undertake some large-scale, successful experiments in the delivery of health care, which would provide good care at a moderate cost. Without that, I see the politicians legislating some form of health insurance or socialized medicine. I think, in fact, that the longer we go without getting our own house in order, the more likely it is that we will have drastic changes.

Q. What do you perceive to be the major issue before the medical profession in the years ahead?
A. I think we must look at the health system from the point of view of the patient, or consumer, and to some extent, from the point of view of the legislator. Then we must effectively improve the system to provide control of medical decisions by health professionals.
The patient likes his own doctor but views the profession in a fairly hostile fashion. He says, "My doctor is good, but when you get doctors together, then there is a problem." What the patient really wants is prompt, comprehensive but understanding care. And he can't always get that the way we're organized now. I don't think he necessarily will get such care in a federally dominated system, but federal control may result if we fail to solve our current problems—not as we perceive them, but as they are perceived by the public. □

You are your child's first teacher

By Joseph E. Mahony, Ed. D.

You are your child's first and most important teacher. His perception, attitudes, behavior, values, and life-style will be influenced by you and his home environment to a far greater extent than by the school he attends. Children are great imitators. From their parents they learn, among other things, vocabulary and speech patterns. And as their children's primary teachers of language parents can do a great deal to prepare their preschoolers for learning and reading. After a youngster enters school—and even through his teenage years—parents can still influence his success or failure in reading.

A child's experience with language begins in infancy as he listens to his parents speak softly and lovingly to him. His first attempts at expression are cooing and gurgling. Eventually he utters his first word, an occasion of joy for his parents. By imitating the language he hears, he picks up from his parents either correct or incorrect speech. But even before the child can speak, he learns by listening and develops an understanding of sounds.

As a parent you can do much to prepare your preschooler to read by devising simple listening and speaking activities at home. You should talk to your child and describe the things he sees, hears, smells, and tastes. As he grows, he will learn the words for these experiences and eventually use them. His facility with oral language will be a major element in determining his readiness for formal reading instruction.

During his first five years of life, your child must have ample opportunity to discover and explore his world. Through this exploration he develops large muscle control, visual motor coordination, and later, small muscle control. All are essential for such school activities as reading and writing. Home activities should be provided to aid his developing coordination and strength. Toys should be selected that are appropriate for his age, rate of growth, and interests, as they are important to his learning and his mastering control of his body. Provide opportunities for many different types of exercise. Do not select toys which are beyond his capability and will frustrate him. And remember, your

home is full of items that can provide entertainment and opportunities for learning. All of us have observed a child's finding a box more interesting than the toy inside it. With guidance and imagination, many ordinary household items can be turned into delightful playthings.

Good listening skills are necessary if a child is to speak well and develop oral language facility. Everyday games and activities can help him develop auditory acuity. Ask your child to identify sounds. Aid his development of auditory memory by giving him simple directions and gradually adding additional instructions as his memory develops. Games, such as Simon Says, are not only fun but also develop listening and motor skills. Listening to records and stories read aloud helps the child develop concepts, associations, and vocabulary. Encourage him to use new vocabulary through leading questions and by rewarding his efforts with praise. It is important that the child develop good listening habits if he is to master the auditory discrimination skills so necessary in reading.

The child can gradually learn to discriminate the sounds of words and letters if you read him rhymes and make him aware of words that begin with the same sound. At about five years of age a child can play word games that aid sound discrimination. For example, you can lead him: "I am thinking of a word that begins like ball. You hit a baseball with it," or, "What is a word that sounds like fat? I wear it on my head." Once a child gains confidence, the verbal clues can be eliminated: "What are some words that begin like mouse? What are some words that end like sat?"

Visual skills are also important in the act of reading and should be developed in the preschooler. Before a child can talk, he recognizes many different objects and learns their names as his parents talk about them. The child builds a visual knowledge and listening vocabulary. The young child can practice these skills when asked to pick up a ball or a toy duck. Eventually, he learns to discriminate among colors, shapes, sizes, and ultimately, pictures, letters, and words.

In everyday activities parents can aid

the development of visual acuity by asking questions, telling the child to locate objects, and playing games. Ask the child to identify items by color, shape, or size and to point out similarities and differences in objects. Add to the child's listening and speaking vocabulary by using descriptive words and encourage him to repeat them. Visual motor skills and eye-hand coordination are aided by the child's playing with blocks, crayons, puzzles, clay, and children's tools.

When the child can manage, teach him various letters. Frequently point out and name, for example, the letter M as you read to him. Eventually ask him to point out an M. Also, question, "What is the name of this letter?" Letter-name knowledge is one of the best predictors of success in first-grade reading. The child who quickly learns the letter names can be taught the sounds of consonant letters in a similar manner. Instruction in vowel sounds, however, is best left to the teacher. Knowledge of letter sounds is also a good predictor of reading success in the first grade.

It is essential that parents stimulate the young child intellectually in his desire to discover and understand the world. Children are naturally curious about their surroundings and the people about them. This curiosity should be satisfied through sensory inquiry and exploration. Understanding is built through experience. The child with a rich experiential background ultimately will bring meaning to the printed page from a storehouse of knowledge. Parents can provide a variety of experiences by talking with the child, answering questions, reading to him, and taking him to a variety of places. Through real and vicarious experiences, new concepts are understood and vocabulary is developed. A trip to a store, a visit to the zoo, meeting a new person, and working in the garden can be learning experiences. Just remember that common occurrences are adventures in learning for the child. Find time to read an appropriate story to your child before or after an outing and encourage him to ask questions and discuss what is to be, or has been, seen and heard.

Reading frequently to a child is bene-



ficial in many ways. Both child and parent enjoy the close physical contact and psychological warmth. Many parents start reading to their three- or four-month-old infant. Books with large, colorful pictures and simple stories should be used to begin with, and as the child grows older, animal stories and nursery rhymes can be introduced. Discuss the pictures and ask the child to show you the dog, the giraffe's long neck, the elephant's trunk, and so on. Remember that children develop favorite books which they wish to hear over and over again. They like repetition, rhymes, animal stories, fantasy, and eventually, real-life stories. An excellent source of book titles for children of various ages is Nancy Larrick's *Parent's Guide to Children's Reading*, published by Pocket Books.

The example set by parents as readers is also very important in developing a positive attitude toward reading. If parents are often observed reading and sharing books and periodicals, the child accepts reading as a way of life. Parents are the child's most influential reading models.

Fluency in speech is crucial to your child's learning to read. Over the years the preschooler develops a speaking vocabulary of many thousands of words. From the earliest stage parents should reinforce good language usage through reward and praise. Help the child pronounce words correctly and do not encourage baby talk. Listen when he wishes to tell you about his daily activities. Encourage his talking by asking leading questions about his activities and feelings, and encourage his speaking in sentences.

To judge your child's readiness for instruction in reading you should ask yourself the following questions: Does he have good listening skills? Can he follow directions? Does he speak in sentences? Can he retell a simple story in proper sequence? Can he provide an ending for a story? Can he tell a simple story? How is his use of the language? Does he have persistence in performing a task? If your answers to these questions are positive, then your child is ready for formal reading instruction.

Since children learn to read at different rates, parents should not compare a slow learner to those who develop more rapidly. Parental pressure to succeed can turn the child against reading. Give positive support and praise for any success. Continue to read to the child, provide him with varied experiences, and assist him in expanding his listening and speaking skills.

When the beginning reader wishes to read to you by all means encourage the effort. Initial reading may be slow and lack fluency and intonation. If your child is unfamiliar with some words, say the word and let him continue. Assist

indirectly and do not interrupt or criticize. Allow the reader to achieve a sense of accomplishment and build self-confidence. But do not press for perfection!

As the child progresses in his reading ability encourage the desire to read through his use of the library and ownership of books. If the child does not already have a library card, organize a family outing to the library and obtain a card for him. The children's librarian will

Suggestions for parents:

Teach your child to listen and to follow directions

Talk with your child

Help your child develop facility in oral language

Read to your child regularly

Provide your child with a rich variety of experiences

Be good language and reading models for your child

Provide your child with a variety of reading materials

Don't be an over-anxious parent

Don't be critical

Give your child love and a sense of security and selfworth

be helpful in locating books of an appropriate reading level for your child. Allow time for browsing and indicate books that may be of interest. To ensure that books selected are not too difficult, have the child read a few lines of the first page to himself. Ask him if there are many difficult words. If there are, the child should select an easier book. Your aim is to ensure success in reading the book, not to provide unnecessary frustration.

Over a period of time teach your child how to select books independently. Teach him to preview books by reading the title and name of the author, looking at the picture on the cover, reading the synopsis of the book printed on the inside cover leaf, and reading paragraphs from the first page, the middle,

and near the end of the book. Have him practice this activity at home. Through this previewing technique he will be able to determine whether a book is easy to read and of real interest.

Determine your child's interests by listening and through questioning. Purchase books which satisfy these interests. Lists of book titles on various topics and grade levels can be obtained from public and school librarians and at your local bookstore. Provide a variety of reading materials, but do not be disappointed if he does not immediately show interest. If you do not pressure him to read, he may return to the material in his own good time.

As your child advances in school and gains more confidence and independence in reading, he will want to do more reading. Some third and fourth graders become avid readers! Other children do not become ardent readers until the fifth or sixth grade, and still others may be reluctant to read at all. The ages of eight to eleven are particularly critical. This is the time when the child is exploring and discovering a broader world. He is at an age when he is curious about the world and its people, and he wants to know how things work. He is full of questions. This is a period when he can become hooked on books, wanting to read for knowledge as well as entertainment. Assist him in the use of reference books such as the encyclopedia, atlas, and dictionary. Encourage him to talk about what he finds in these materials. Note his changing and expanding interests and continue to read to him. Provide a quiet, comfortable place for him to read and do his school work.

The preteen and teenager have a world full of activities and distractions which impose on their reading time. Parents should not insist that their teenager read, but they should continue to make a variety of reading materials available. Some teenagers read a great many pulp magazines and novels of less than great literary value. Many parents are bothered by this lack of taste. Do not criticize this reading matter. Be thankful that your child is reading and be subtle in your attempts to move him to more sophisticated reading material. When he is interested, he will discover some of the items you have made available.

Things do not go well in school for some children and they do not develop the skills necessary to become successful readers. They cannot keep pace with their classmates and they do poorly in their studies. Most children who have difficulty with reading, however, are of average or above average intelligence. It is crucial that the parents do not pressure or criticize the slow reader. If your child is having difficulty with reading, talk sympathetically with him about the problem and ask how he feels

about it. Give the child love, encouragement, and support. Help him to maintain a positive self-image, for many poor readers come to think of themselves as "dumb" and lose all confidence in themselves.

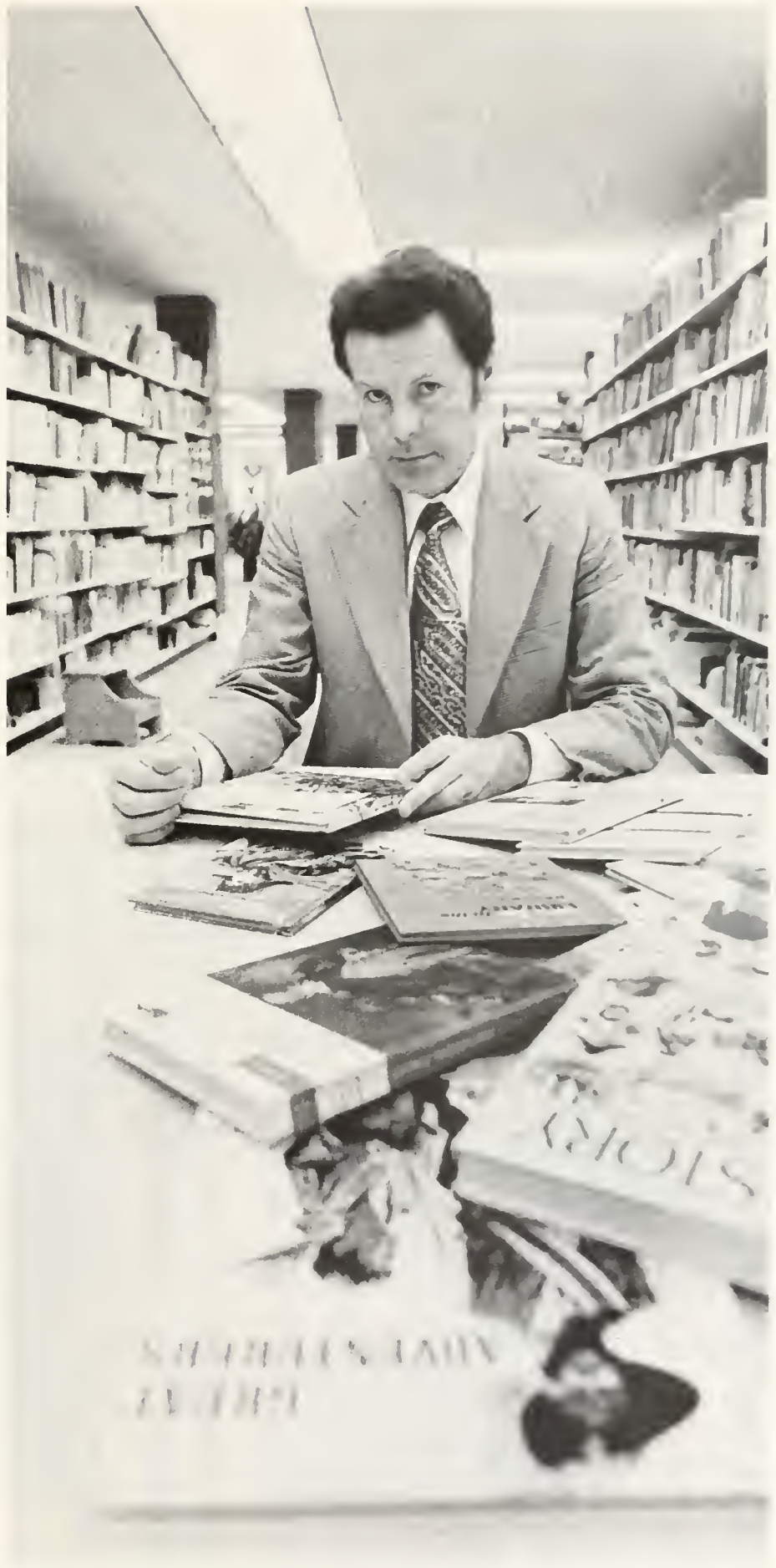
If it becomes apparent that your child is having problems in learning to read, talk with his teacher to determine the nature and extent of the problem, what is being done to correct it, and what you can do at home. Given the proper corrective instruction, a poor reader can improve his reading skill. It is also wise to have the child undergo a thorough physical examination to insure that there is no physical problem interfering with his learning.

A poor reader frequently is reluctant to read since reading is a source of failure and much of his reading is slow and laborious. He finds many of his textbooks difficult to understand and he falls behind in his schoolwork. This youngster rarely turns to books for entertainment, yet he may read pulp magazines or comic books. Do not discourage his reading these items; at least he is practicing his reading skills and learning. If the magazines are taken away, he may not read anything at all.

Today many high interest, low difficulty books are available for poor readers. These books are geared to interest levels by age but are written on an easy-reading level. For example, there are mystery stories for preteens written on a fourth-grade reading level. The school or public librarian can provide a list of titles of these high interest, low difficulty books. But do not be discouraged if the reluctant reader does not immediately react to the books you provide. Continue, however, to make available to him materials of interest which are within his reading ability.

If you are dissatisfied with your child's progress in reading and unhappy with the school, discuss your dissatisfaction with the school personnel. Do not be critical of teachers and the school in the presence of the youngster. The child with learning problems has enough to worry about without his having to be concerned about a conflict between parent and teacher. Do everything possible to build within the child a positive self-image and a positive attitude toward school. □

Reading specialist Joseph E. Mahony taught in public schools in Wyoming and Massachusetts before earning his doctorate in education from Boston University. Prior to coming to VCU in 1973, he taught at the University of Pittsburgh, where he also directed an Upward Bound reading program. Mahony, now an assistant professor in VCU's Department of Elementary Education, has conducted numerous workshops for teachers and parents on how to improve the reading skills of young people.



Mahony: "Parents can do a great deal to prepare their preschoolers for learning and reading."

The triumph of Christmas

By Clifford W. Edwards, Ph.D.

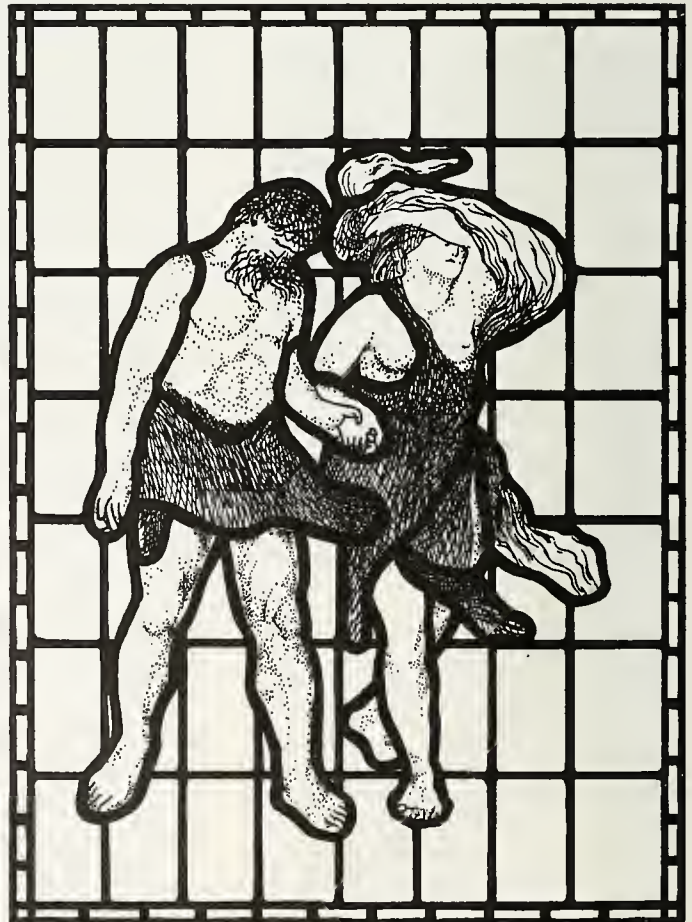
Decorating a Christmas tree and waiting for Santa Claus may seem as much part of American life as apple pie and the Liberty Bell. But this has not always been so. In fact, the celebration of Christmas was outlawed, frowned upon, or ridiculed in America for more years than it has been accepted. The celebration of Christmas comes to us only by way of a long, controversial history.

First, let us note how recent the popularly accepted celebration of Christmas is. A jolly Saint Nicholas, a sleigh, and reindeer go back not to some ancient churchly tradition but to a "pop" poem by Clement Moore, published in 1823. The first Santa Claus we would likely recognize was drawn in 1863 by the famous cartoonist Thomas Nast. It

would shock many Americans to read a few lines written by a New York schoolteacher of the 1850s. She wrote that it was school as usual in New York City on December 25. She then proudly noted that her pupils were so seriously engaged in their studies that when she asked if any knew what day it was, not a one realized that it was Christmas Day. Those used to Christmas pageants and caroling in church schools may be surprised to learn that as late as 1870 many Sunday lessons for December made no reference to Christmas or even to the birth of Christ. In fact, many churches through the 1860s treated Christmas with studied neglect.

During colonial times, sermons occasionally mentioned Christmas, but usu-

ally as stern warnings by Puritan divines against religious people's participating in such godless celebrations. The Reverend Barnard of the church in Marblehead attempted in his sermon of December 25, 1729, to prove that no one knew the date of Christ's birth, and that Christmas was "a man-made device derived from pagan revels. . . ." Massachusetts magistrates in 1640 levied a five-shilling fine against anyone's observing Christmas "either by forbearing labor, feasting, or any other way." New Haven's famous blue laws decreed that "no one shall keep Christmas." William Bradford stated in his journal that on the day called Christmas all were summoned to labor as usual. A few of the less serious absented themselves, apparently to celebrate Christmas



clandestinely, and Bradford patiently noted that he would "spare them until they are better informed." Judge Sewall's diary for December of 1685 simply observed, "Blessed be God we needn't observe Christmas."

Across the Atlantic, a fast proclaimed by the English Parliament fell on Christmas Day, 1644, prompting the preacher of a sermon in Westminster Abbey to announce: "This year, God, by Providence, hath buried the Christmas Feast in a Fast and I hope it will never more rise again." In 1647 Christmas was temporarily abolished in England and penalties were imposed for its observance in church or home. Almost a century earlier, in Calvin's Geneva, imprisonment was proper punishment for anyone celebrating the holiday.

Although dour Calvinists and Puritans sought to stamp out the joys of Christmas in this country, the suppression of the celebration actually began more than a thousand years earlier. The two greatest Christian writers of the second and third centuries, Tertullian and Origen, listed in detail the festivals celebrated by the early Christians. They made no mention, however, of a Christmas observance. More than a century later, the famous preacher Chrysostom reported that some people were beginning to celebrate the birth of Christ, but he noted that such festivities

were opposed by many in the Church.

A famous churchman of the second century, Clement of Alexandria, wrote that Christian tradition in his day favored April 19 or May 20 as the date of Jesus' birth, but that he was inclined to accept November 17. From his remarks we gather that the date of the nativity was uncertain, and that no one had suggested December 25.

Where did the December 25 date come from? Any student of ancient religion and culture likely knows that December 25 is the birthday of Mithra, the Invincible Sun, the season of the famous Roman Saturnalia marking the winter solstice. On that day people all across Europe and beyond greeted the sun, which would then begin to strengthen with every day, promising in the midst of winter the coming of spring. The Church, on the other hand, saw this popular celebration as a threat fracturing the loyalty of Christians and drawing them back to pagan fertility rites. It therefore declared war, so to speak, on the ceremony of the sun.

The Church first tried to persuade its members to boycott the ceremony, but to no avail. The Christian masses insisted upon uniting with their neighbors in the great celebration. Next, the Church emphasized a January date for observing the baptism of Christ, hoping that it would take the place of the pagan

festivities, but that, too, failed. Then it established January 6 as the day to celebrate the visit of the Magi to the Christ Child. This observance was more successful, but it still did not supplant the sun's day. Finally, the Church was driven to develop a new festival honoring the birth of Jesus, which it placed directly on December 25.

Did the Church's tactic succeed? Look at Christmas celebrations since those early centuries. The populace continued to burn the Yule log of the god Thor, to hang mistletoe, the fertility charm of the Druids, and to decorate the evergreen honoring the fertility spirits of the forest. The Church—now with a festival of its own on December 25, a festival it could neither control nor purge of pagan practices—answered with alternating periods of neglect, suppression, and hostility. As final evidence of its persistence, the ceremony of the sun melded the images of Father Winter, the Lord of the Saturnalia, and the red disc of the sun to create our Santa Claus, the red-garbed figure from the northern sky. Interestingly enough, as the populace associated this gift-giver with an obscure saint named Nicholas, the Church dropped Nicholas from its official roll of saints.

But why were the Church's efforts to no avail? Why could not the Church, as it grew in power and authority, purge



December 25 of its sun and fertility elements? To answer this question requires a complete revision of our understanding of the nature of religion in the Western world.

Scholars have regularly affirmed that there is a basic difference between religion in the Orient and religion in the Occident. In the East believers often have multiple religious loyalties. A Chinese might be a Confucianist, Taoist, and Buddhist at one and the same time. But the Western style in religion has been viewed as exclusivist. One can be only a Christian, or only a Jew, or only a Muslim, with no competing commitments. Evidence indicates that this is not so. Religion in the West is far more complex than many have imagined.

An ancient, popular religion based upon the sun, seasons, and fertility persisted even among dedicated members of the Church. The ceremony of the sun could not be replaced because Christians and their neighbors felt the persistent power of a religious longing for unity with the natural rhythms of the seasons. This popular religion has been so much ignored that there is no name for it. I have been calling it the "ceremony of the sun." It also might be described as the "cyclic ceremony of the seasons." Governed by the sun, it moves from the winter solstice to the festival of Easter, named for the goddess of springtime with her fertility symbols: the hare and the egg. From Easter it moves to Thanksgiving, the season of harvest, and back again to the winter solstice. The Church could teach people to deny calling the seasonal ceremonies "religion," but it could not convince them to give up the celebrations.

Underlying the apparently exclusivist claims of dominant Western religions is an abiding popular religion shared by most Americans. Institutional religion and the ceremony of the sun both meet certain human longings, and both have their own style.

The church father Origen left us a clue as to these differing styles when he observed that only godless men, such as the pharaoh and Herod, are recorded in the Scripture as celebrating birthdays. It is true that physical birth was not likely to be a focal point of the early Church. Birth brings one into this vale of tears; it is death that ushers one into eternal life. The Church, therefore, celebrated the death days of the martyrs. It dwelt upon the stations of the cross, the wounds of Christ, the agony of crucifixion, and an unearthly resurrection. The ceremony of the sun, on the other hand, focused upon humanity's feeling of being a part of the cycle of the seasons, of participation in fertility, happiness, and new birth. Both religions sought to answer a fundamental human need. The Church provided an answer to the dark questions of life, an answer to suffering and death. The ceremony of the sun cele-

brated the shared rhythm of planet earth.

Popular elements of Christmas today which have nothing to do with the nativity of Christ include Santa Claus, the sacred text provided by Dickens's *Christmas Carol*, ritualistic performances of *The Nutcracker*, didactic stories and songs about Rudolph and Frosty the Snowman, and reruns of such sentimental films as *Miracle on Thirty-fourth Street*. Let us single out *A Christmas Carol* and the popular figure of Santa Claus to test the claim that they contribute to a religious experience.

Dickens's story affords an excellent view of popular, seasonal religion. With little reference to the Church or Christ, the story allows the transcendent spirits of Christmas to speak for themselves. The seasons of human life become transparent as one journeys with the Christmas spirits, and a natural revelation takes place through the conjunction of life's rhythms and the rhythm of the seasons. A transforming conversion takes place. Scrooge is converted not to formal religion, but to the seasonal joy of the Cratchits, his nephew, and the celebrants in the street. Scrooge escapes time and is made a child again. He calls out to all who will listen:

"I will honour Christmas in my heart, and try to keep it all the year. I will live in the Past, the Present, and the Future. . . . I don't know how long I've been among the Spirits. I don't know anything. I'm quite a baby. Never mind. I don't care. I'd rather be a baby. . . ."

Santa Claus, enthroned in department-store paradises, hears the confessions of long lines of children once each year. He rings bells on street corners and distributes gifts at thousands of parties. Even his plastic image graces lawns and doorways all across the United States each Christmas season.

Can such a jolly figure created for children be considered the symbol of a sacred experience? Bias has taught us that true religion must focus on suffering and death. It is strange, however, that scholars in the West can view a Hindu procession, with its huge, cartoon-like images of local deities, musicians, balloons, and fun-filled atmosphere, and unanimously declare such proceedings worthy of religious study. Yet they ignore the Santa Claus figure as lacking the proper seriousness for consideration as a religious symbol. Since the figure of Santa Claus is jolly, life-affirming, and child-centered, might this not reveal the special nature of the ceremony of the sun, and might it not be the very reason it has persisted alongside the Church's more somber understanding of faith? Perhaps the appeal of a timeless cycle and yearly rebirth expresses itself in

laughter and gift-giving. Perhaps, as in China's nature-centered Taoism, the child becomes the focus of attention, and childlikeness, as in Scrooge's conversion, the goal.

The role of Santa Claus in the faith of children is a subject worth studying on its own. Once each year parents and relatives conspire to convince the children of the land that a flesh-and-blood Santa lives at the North Pole and comes to distribute gifts at Christmas. This strange act of apparent deception provides a veritable schoolhouse for analyzing faith within seasonal religion. Members of society cooperate to teach the posture and pleasures of believing to an entire generation. This use of the Santa story is anything but a naive approach to myth and symbol. High value is given to faith and its function of unifying society around a common symbol of benevolence and goodwill. As children mature, they tend not to feel that they have been deceived. Rather, they discover the true import of a symbol. They come to see the truth that mothers and fathers, relatives and friends are incarnations of the spirit of Santa Claus. They learn that they can one day put on the Santa suit and play the role for their own children.

The famous *New York Sun* editorial of 1897, written by Francis Church to Virginia O'Hanlon, embodies both the folk-sentiment and the sophistication found in the Santa imagery of seasonal religion:

Yes, Virginia, there is a Santa Claus. He exists as certainly as love, and generosity and devotion exist, and you know that they abound and give to your life its highest beauty and joy. Alas! how dreary would be the world if there were no Santa Claus!

To my mind, it is a valuable folk-wisdom that has kept seasonal religion alive beside institutional religion in our land. Institutional religion has provided answers for many to the deepest mysteries of suffering and death. The seasonal religious dimension has celebrated our inherent feeling for the rhythm of the earth responding to the sun. The populace has brought these two traditions together in an atmosphere of harmony appropriate to the Christmas Spirit. □

Clifford W. Edwards, associate professor of philosophy and religious studies, has spent the past two years researching the origins of the Christmas celebration. A New Testament scholar, Edwards is also an authority on Asian religions, having spent two years in Japan studying Buddhism. Edwards, who joined the VCU faculty in 1975, received his Bachelor of Divinity degree from Garrett Theological Seminary and his Ph.D. from Northwestern University.

Did you know...

What we're asking for

Three voluminous documents—each weighing between three and five pounds and measuring from one-and-a-half to two inches thick—have been handed over to the governor's office and the State Council of Higher Education. Between the yellow covers is detail upon detail of the university's financial needs during the 1978-80 biennium. All told, the figures amount to a proposed operating budget of \$161 million. Another \$59 million is needed over the two-year period for renovation and construction projects on the Academic and MCV campuses.

The budget proposal includes a request for a tax appropriation of \$124 million to cover educational and general operating expenses. That figure—\$124 million—represents a 78 percent increase above the current allocation of \$70 million in tax funds. The increase is justified in part, says Ronald E. Beller, Ph.D., provost for administration, by changes in the way the state pays employee fringe benefits and local service charges. Heretofore, Social Security and Workmen's Compensation have been paid for out of a central fund covering all 76,000 state employees. Now, the university must budget the cost of providing fringe benefits for its 6,500 employees. Also for the first time, the university must pay the city of Richmond \$500,000 for such services as fire and police protection. According to Beller, these changes, along with pay raises mandated by the governor last July, amount to \$14 million. Thus, the university's request actually stands at only 50 percent more than the 1976-78 level of state support.

The university is also asking for a significant increase in funding in order to improve faculty salaries. The proposed budget calls for most faculty members to receive a pay boost of 8.4 percent during the first year of the biennium and 6 percent during the second. Medical school faculty, however, would receive raises of 18 percent both years of the biennium. These salary improvements are essential, say administrators, if VCU is to reach a funding parity with other major state universities and is to become competitive with comparable institutions in terms of salary averages.

Besides asking for additional faculty and staff positions, the university is also seeking increased appropriations to expand its library collection, purchase educational equipment, and fund the

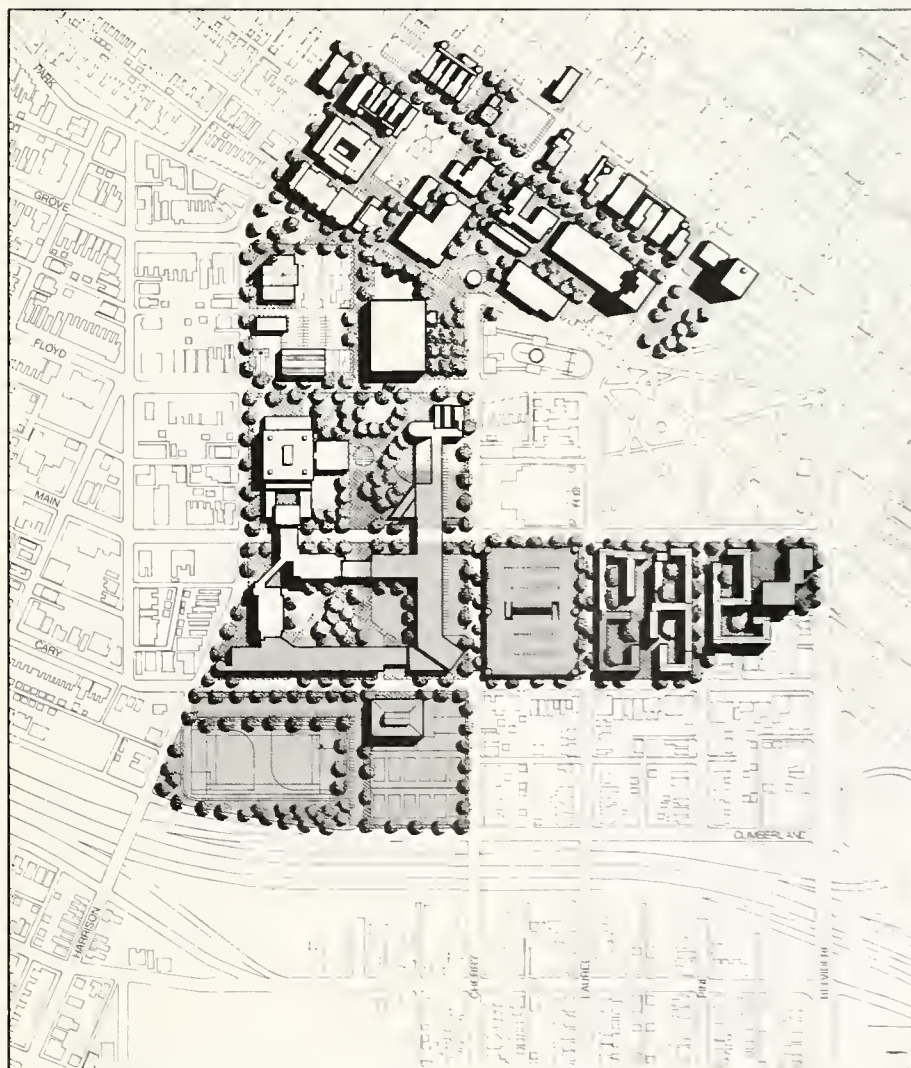
cost of administering such service-oriented activities as those of the Cancer Center, the Center on Aging, and the Center for Public Affairs.

The university's budget request is predicated on a moderate enrollment increase of 6.2 percent during the biennium. By the 1979-80 academic year, enrollment is expected to approach 19,000, with more than one-third of the increase coming at the more costly graduate level. By the same token, the full-time equivalency (FTE) count is expected to climb to 15,800 students.

Because the yearly undergraduate tuition rate of \$730 is among the highest charged by any state university in the region, no general tuition increase is planned. However, annual increases of 12 percent and 8 percent are anticipated

for students in the schools of medicine and dentistry, respectively. Thus, medical students will have to pay \$2,445 in tuition by the fall of 1979, up from the current level of \$1,950. Tuition for dental students will rise from \$1,950 to \$2,245 during the same period. Tuition and fees are expected to generate \$37 million in income during the next biennium, or almost one-fourth of the university's total operating budget.

The university is also asking the state to fund \$39 million in construction and renovation projects during the biennium. The top priority item, estimated to cost \$1.2 million, is to replace a boiler and expand oil storage facilities at MCV. The university proposes to convert one of its two remaining coal boilers to oil and to expand its fuel storage capacity from a



The updated master plan for the Academic Campus calls for the purchase of 21 acres (shaded area). VCU is asking the General Assembly for \$6 million to acquire the property, bounded by Main Street on the north and the Downtown Expressway on the south.

one-and-a-half-day supply to a ten-day backup. Although the conversion from coal to oil is contrary to the government's recommended energy conservation measures, the existing heat plant will not accommodate a coal-burning boiler of the capacity required to serve the new hospital now under construction. (MCV's twenty-two miles of underground steam lines also heat most of the government buildings in the area of Capitol Square, including the State Capitol and the Governor's Mansion.)

The second funding priority is \$15 million for a health sciences building to be located on the MCV Campus. This facility, in the planning stage for some eleven years now, will house the Department of Pharmacology and the schools of nursing, pharmacy, and allied health professions. E. Claiborne Robins, a 1933 graduate of the School of Pharmacy, and his wife, Lora, have already pledged \$3 million towards the project.

Another figure included in the university's capital outlay request is \$6 million to acquire twenty-one acres of land bordering the Academic Campus. If appropriated, the funds would permit the campus to double in size through purchases of several properties, with the largest parcel located south of Main Street in an area bounded generally by Main, Harrison, Cumberland, and Cherry streets. The land—critical to the implementation of the updated master plan for the Academic Campus—would provide a location for several academic buildings, a student commons, a residence hall, and recreational space.

The university is seeking approval of \$6 million for extensive renovation to nine buildings on the Academic Campus and three on the MCV Campus. Another \$200,000 is included in the overall request to permit planning to begin on a major academic building to house the School of Social Work and the Department of Mass Communications. The estimated cost of such a facility is \$4.8 million.

Two other items also received priority ratings in the capital outlay request: expansion of Cancer Center facilities and construction of a music-theatre building. Both projects were written into the request, in case voters should have rejected the \$86.5 million educational bond package, of which they were a part, in the November 8 referendum.

Besides those projects it hopes will be funded from tax dollars, VCU is asking the General Assembly to authorize the university's selling of \$16.6 million in revenue bonds, backed by the full faith and credit of the commonwealth. These bonds would be used on the MCV Campus to purchase and renovate the Richmond Eye Hospital and to build a parking deck for 700 cars. On the Academic Campus, \$4 million in bonds would go towards financing a 900-car

parking deck, to be located across Main Street from the Mosque. Bonds would also be used to pay for two new dormitories as well as to expand food service areas in the Hibbs Building.

While university administrators contend they have adhered strictly to the guidelines issued by the State Council of Higher Education in preparing the budget request, no one is optimistic enough to think that the General Assembly will grant all that VCU is asking for. Instead, administrators aim to convince state officials and lawmakers of the university's needs, hoping that the proposed budget will escape relatively unscathed from the funding battles sure to ensue once the General Assembly convenes in January.

'Breaker nineteen'

The explosion in the popularity of Citizens Band radios can be attributed to the reduced speed limit of fifty-five miles per hour. That, at least, is the opinion of a communications expert, a social psychologist, and a psycholinguist, as revealed in interviews with Ida D. Shackelford, a public information officer at VCU who looked into the phenomenal increase in CB radios, which now number an estimated 25 million.

Higher speed limits gave motorists the luxury of going fast. "In the past a motorist never had to seriously worry about how fast he was going. He also could take for granted that he could get gas and a mechanic. But a motorist can no longer take these services for granted. He faces a reduced number of gasoline stations—many offering only limited mechanical service—and some self-service stations that require exact change. People have turned to Citizens Band radios as a defense," theorized psycholinguist Nancy J. Spencer, Ph.D., an assistant professor of psychology at VCU.

David Manning White, Ph.D., a specialist on pop culture, said he believes that CBs are being used by people as a means to buck authority. "People like to be able to outwit 'the bear.' They like the idea of getting away with something they are not suppose to," he observed.

"The CB radio has allowed the American driver to retain his sense of security, his sense of owning the road," remarked Spencer.

Usage of the radios has aided the truck driver's image as more and more people turn to truckers for information about restaurants, road conditions, and radar traps. "The CB gives you a feeling of having a brother on the road. It builds a kinship with the truck drivers," said White, a professor of mass communications.

Social psychologist John M. Mahoney, Ph.D., feels this kinship with truckers

could promote social integration. "Because CB gives everyone a common ground and a common language, people are learning to respect the skills and competencies of different social classes," he noted. "Consequently, the use of CB may increase an individual's empathy because it allows the person to view the world from the perspective of another human being." The assistant professor of psychology added that CBs give people rescue fantasies, dreams that they will be able to help people during or even prevent a disaster.

Citizens Band radios also give individuals anonymity, which Mahoney said is an important psychological factor. He revealed that studies have shown a person is more likely to express hostility, aggression, and other kinds of antisocial impulses when his identity is concealed. "The CB offers the ideal way to disguise your identity. In a completely mobile environment a person can enjoy a genuine sense of anonymity. He can even disguise his voice or change his handle (call name) if he wants," Mahoney remarked.

CBs also provide ample opportunity for an average person to gain a new identity. "Americans have always been intrigued with gadgets. They like the feeling of becoming their own radio station. There's a certain glamour, mystique, about being able to communicate as an announcer," commented White. Americans also enjoy the CB radio because of their love for playing games. "For a relatively low cost, it provides lots of entertainment," he noted.

The radios help to eliminate loneliness by providing a form of socializing. "In the old days we had quilting bees and barn raisings. The CB radio gives users a sense of community in today's increasingly mobile society. The radio generates a feeling of belonging," White added.

However, the popularity of CBs cannot continue forever. The phenomenon of CB popularity will fade in five to six years, believes Mahoney. Because the present sunspot cycle will peak by the end of the decade, dawn-to-dusk skipping in transmitted CB signals will be common, making local communications difficult. "The popularity of CBs will probably drop off simply because of physical limitations," predicted Mahoney.

Briefly

The United States Veterans Administration has awarded the university a \$397,000 grant to develop the state's only undergraduate education program in medical records administration. Tentative plans call for the first group of twelve junior-year students to enter the two-year program in the fall of 1978. A health manpower study by the State Council of Higher Education called for

creation of such a program, based upon the projected need for more medical records administrators to handle records generated by Professional Standards Review Organizations and the anticipated national health insurance.



Graduate catalog cover was designed by Gene Rudy, University Graphics.

A Graduate Studies Bulletin published this fall brings together for the first time all of the university's graduate programs in a single document. The bulletin, which represents a new approach to graduate education at VCU, lists all postbaccalaureate degree programs on both campuses except for the Doctor of Medicine, the Doctor of Dental Surgery, and the Doctor of Pharmacy degrees. These "first professional" degrees are not considered graduate programs by the State Council of Higher Education or the United States Office of Education. All graduate programs at VCU are now coordinated and administered under the direction of John J. Salley, D.D.S., associate vice-president for research and graduate affairs, and John H. McGrath III, Ph.D., director of graduate affairs. Copies of the bulletin may be requested from the Graduate Admissions Office, Room 1600, 301 West Franklin Street, Richmond, Virginia 23220, or by telephoning (804) 770-4442.

The Cuban Adventure Field Trip being sponsored by VCU's Center for Continuing Education has been postponed. The eight-day, seven-night tour to Havana and the Isle of Pines (Isle of Youth) was originally scheduled for January 7-14, 1978. The new dates, March 4-11, 1978, now coincide with the university's spring break period. Ernest J. Lunsford, Ph.D., assistant professor of Spanish, will accompany the trip as well as lead four hours of pretrip classroom instruction in Richmond. The tour is designed for teachers, students, social workers,

physicians, lawyers, and others interested in colleague-to-colleague exchanges and an opportunity to visit selected government facilities. The cost of the trip, which will depart from New York, is \$600. For further information and an itinerary please contact the VCU Office of Continuing Education, 301 West Franklin Street, Richmond, Virginia 23220, or telephone (804) 770-3746.

Jonah L. Larrick, for whom the Larrick Student Center on the MCV Campus is named, died October 16 at the age of ninety. "Pop Larrick," as he was known to MCV alumni and faculty, served as executive secretary of the campus chapter of the Central YMCA for thirty-six years. Larrick, who was responsible for developing college life activities at MCV, helped to guide a student government into being, organized athletic teams, and assisted students in finding housing and jobs when they needed them. The building bearing his name was dedicated in 1967, after having been converted from its former use as the Virginia Civil War Centennial Center. Memorial contributions may be made to the Jonah Larrick Student Loan Fund.

The art of apple-polishing

Flattery will get you everything—from corrupt, power-hungry politicians to job promotions. This is what studies on "role-taking" show, says David D. Franks, Ph.D., chairman of the department of sociology and anthropology.

Role-taking, also known as apple-polishing, is the ability to determine what superiors or people in power want. Franks's study on the subject, published in the *American Sociology Review*, may help explain the almost inescapable isolation and power mongering that seem to curse politicians, heads of large corporations, and others who are thrust into leadership positions.

Franks and a team of researchers in Minnesota conducted a study of 1,200 family members and found that children are able to predict accurately the responses of their parents to certain situations, while the parents were not able to predict the responses of their children. The reason, according to Franks, is that underlings in various social structures—be it the family, big business, or political organizations—perform "properly" by placing themselves in the position of those in charge. Other studies have shown this same principle applies to blacks and women when they find themselves in a subordinate social group.

In an interview with Toni Radler, public information officer for VCU, Franks stated: "Blacks are more perceptive about what whites are thinking and what kind of behavior they want, than whites are about blacks. Women too are

better at role-taking than are men.

"This role-taking or apple-polishing is encouraged by those in superior positions who offer jobs, promotions, raises, and other rewards to loyal and ingratiating subordinates."

Franks observed that role-taking does not have to be a negative factor. To the contrary, when properly used, role-taking helps people in their perceptions of the needs and feelings of others. But when continually used for personal gain, role-taking does have harmful and sometimes disastrous side effects, such as isolation and the inability to analyze situations.

"Politicians and corporate heads, surrounded by ingratiating and ambitious subordinates, cannot escape becoming isolated, unaware of their publics' needs and deluded with feelings of omnipotence.

"When Marie Antoinette suggested during the French Revolution that the starving masses eat cake since bread was scarce, she wasn't being sarcastic. She probably just didn't know; she was out of touch. We have the same type of syndrome with modern-day politicians," Franks continued.

He cited Watergate as a classic example. "Presidential aides told Richard Nixon what they thought he wanted to hear. Nixon in turn misjudged the American people. In Johnson's administration, aides were afraid to tell the president about bombing activities in North Vietnam, again leading to a serious credibility gap with the American public. Kennedy apparently realized the danger of being surrounded by yes-men because he often complained that he was afraid his advisors would not tell him the truth, that they would be afraid to give unpopular advice or bad news," Franks said. "This may be one reason why Carter is insisting that his aides need not agree among themselves or with him.

"This isolation resulting from ingratiating subordinates has had a big effect on corporations also. For instance, in the early days of the energy crisis, advertisements by the big oil companies clearly showed oil officials to be out of tune with the feelings of an anxious and sometimes angry American public."

According to Franks, another recurring finding in studies on role-taking is that those in power do not perceive that they have as much power as they do. Instead, they often concentrate on the power others have over them. This keeps the "power ladder" going.

"In business and politics, those who disagree or offer differing opinions are dubbed troublemakers or misfits. Often they are not promoted, not given the nod to run for public office, or other corporate rewards. To avoid the power pitfall we seem to be in, corporations and governmental agencies may have to re-evaluate their rewards systems, and may have to start seeking so-called

troublemakers in order to stay in touch with the American public," said Franks.

By association

The Nursing Alumni Association honored L. Frances Gordon, a 1943 alumna of the School of Nursing, by presenting her with the 1977 Outstanding Nurse Alumni Award on October 14.

Gordon, a 1928 Phi Beta Kappa graduate of the College of William and Mary, taught science at Blackstone (Va.) High School for twelve years before deciding to study nursing. After her graduation from MCV, she remained at the school for two years as a clinical instructor in medical nursing. Upon her completion of a master's degree from Western Reserve University in 1946, she rejoined the MCV nursing faculty. In 1958 she was named assistant dean of the School of Nursing, a post she held until 1965 when she assumed a similar position at American University. Retired since 1969, Gordon resides in Springfield, Virginia, where she spends several hours each week in volunteer service at the muscular dystrophy center near her home.

Presentation of the annual award was but one of the highlights of the second annual School of Nursing Alumni Day. Earlier that morning more than 500 nursing alumni, students, and guests gathered at the Larrick Student Center for the eleventh annual Nursing Lecture-ship. The featured speaker was Marlene Kramer, R.N., Ph.D., professor of nursing at the University of California, San Francisco, whose topic was "Reality Shock: Why Nurses Leave Nursing." The author of a book by the same title, Kramer is noted for her work in nursing research and education.

During the Alumni Day luncheon, Shirley T. Downs, assistant dean for management and student affairs, was made an honorary member of the Nursing Alumni Association. Downs, who has devoted twenty-five years of service to the School of Nursing, graduated from Richmond Professional Institute in 1949 with a B.S. degree in psychology. In 1964 she received a master's degree in education from the College of William and Mary. The Nursing Alumni Association presented her with a certificate of honorary membership and established a scholarship fund in her honor.

School of Nursing alumni met for coffee on November 1 during the Virginia Nursing Association's annual meeting, held at the Omni International Hotel in Norfolk.

The Alumni Association of the School of Social Work held its quarterly meeting on October 26 at the Downtown Holiday Inn, Richmond. Guest speaker was Paul W. Keve, professor of administration of

justice and public safety at VCU and the author of *Prison Life* and *Human Worth*. He addressed those attending on the topic "Reflections of a Fugitive Social Worker."

Walter J. McNeerney, president of the Blue Cross Association, will deliver the sixth annual Charles P. Cardwell, Jr., Lecture on February 17, 1978, during the American College of Hospital Administrators conference in Chicago. The dinner meeting, sponsored by the Alumni Association of the Department of Hospital and Health Administration, will be held at the Marina City Restaurant, beginning with cocktails at 6:00 P.M. Additional information regarding the event will be mailed to hospital and health administration alumni in January. The lecture is named for the late Charles P. Cardwell, Jr., founder of what is now the Department of Hospital and Health Administration at MCV.

Alumni of the department held their fall meeting on October 27 during the Virginia Hospital Association convention in Williamsburg.

Alumni of the School of Allied Health Professions attended a cocktail party November 20, held during the tenth annual meeting of the American Society of Allied Health Professions at the Fairmont Hotel in Dallas, Texas. Also invited were VCU alumni living in the Dallas area.

Alumni of the Department of Recreation marked their department's sixtieth anniversary on October 4 with a breakfast meeting during the national Congress for Recreation and Parks at the Aladdin Hotel in Las Vegas, Nevada. Marion Moody Hormachea, associate professor of recreation and a 1954 graduate of the department, introduced Charles E. Hartsoe, Ph.D., the department's new chairman. Before coming to VCU, Hartsoe was chairman of the recreation and leisure studies department at Temple University. Marion Hormachea's husband, Carroll, associate professor of urban studies and planning, addressed the dozen alumni attending the meeting in an informal talk entitled "Recreation Education: Our Sixtieth Year."

Alumni of the recreation department also met for cocktails on November 14, in conjunction with the Virginia Recreation and Parks Association meeting at the Richmond Hyatt House.

Where they live

A recent demographic study of VCU's 37,000 alumni reveals more than two-thirds of them are Virginians. The remaining third reside in forty-nine states, the District of Columbia, and forty-seven foreign countries.

The largest concentration of Virginians, as might be expected, live in the Richmond metropolitan area, home for more than 13,000 alumni, or one-third of the total. Northern Virginia and the Norfolk-Virginia Beach-Portsmouth metropolitan areas account for the second and third largest concentrations of in-state alumni.

Besides those living in the Old Dominion, VCU alumni have settled mainly along the East Coast, their numbers greatest in North Carolina, Florida, Maryland, and New York. Other states also attracting sizable alumni populations are South Carolina, Pennsylvania, California, West Virginia, and Georgia. Fewer than a dozen former VCU students have settled in each of the states of Idaho, North Dakota, South Dakota, and Utah.

Of the 176 alumni living outside the United States, thirty-one reside in Canada and another thirty-one, in Puerto Rico. One hundred forty-six alumni are stationed with the military at posts overseas.

The data for the report was taken from addresses on file with the Alumni Activities Office. Anne-Marie D. Eggleston, assistant to the director of alumni activities, James L. Dunn, tabulated the information. The study also revealed that the alumni roll had increased by more than 5,000 names since 1975, or 16 percent.

Basketball rhetoric

The start of basketball practice in October began with predictable rhetoric as the head coach met with sportswriters to talk over prospects for the upcoming season. "This figures to be the toughest schedule in the school's history," said VCU Coach Dana Kirk, pointing out that at least nine of the twenty-six games will be against Virginia opponents. "I believe it will be an exciting schedule," he added.

The season began November 25 with VCU playing the College of William and Mary in the first round of the Spider Classic. The University of Richmond, the tournament's host team, met Saint Joseph's College, of Philadelphia, in the other opening game at the Robins Center.

Two other regular-season tournaments will also feature Virginia schools. The Richmond Coliseum Invitational, set for December 28-29, has VCU, Virginia Union, Norfolk State, and East Tennessee State competing for the tournament title. Pairings for the *Richmond Times-Dispatch* Invitational Basketball Tournament, to be played at the Richmond Coliseum February 10-11, 1978, have VCU meeting Virginia Polytechnic Institute and State University in the first game, with the University of Richmond playing the University of Virginia in the second.

At-home-and-away series with Old Dominion University and James Madison University are also scheduled. A game with Randolph-Macon College closes out the season February 28.

The goal Kirk has set for the season is "for everyone to play up to his potential and to give 100 percent effort." But shortly after the practice sessions began, the team lost one of its four returning starters. Center Ren Watson, a 6'9" junior, was sidelined for at least six weeks with a broken bone in his foot. That left veterans Gerald Henderson, 6'3"; Tim Binns, 6'5"; and Tony DiMaria, 5'11", to carry the action. Two other experienced players—Chip Noe, 6'4", and Wes Carmack, 6'5", who shared the sixth spot on last year's squad—are also back this year. Newcomers listed on the preseason, fourteen-man roster included four freshmen—Hal Elliott, 6'9"; Danny Kottak, 6'5"; Edmund Sherod, 6'2"; and Thomas Murrey, 6'7"—and a transfer from Florida's Hillsborough Junior College, Foster Thomas, 6'4".

"We are still building," explains Kirk,

alluding to the team's disastrous start last year. Three weeks before the first game of the 1976-77 season, the team was without a coach and its ranks had been depleted by player defections. When Kirk walked into the gym for his first practice session after being named coach on November 5, 1976, he was met by just four players. By the season opener he had assembled a nucleus of six scholarship players, backed up by six walk-ons, most of whom had never played in a collegiate basketball game. By the season's end, the Rams had tallied thirteen wins against thirteen losses, a record better than anyone thought possible at the outset.

After the Rams's first scrimmage of the current season, Kirk remarked, "We shot so well it scares me." The winning "gold" team hit 71 percent of its shots, while the "black" team scored 67 percent. With the start of the season still some weeks away when this issue went to press, the team's fortunes—and the coach's rhetoric—were expected to improve.

Tribute to Temple

The university community paused to pay tribute to its second president, the late T. Edward Temple, in a special convocation on October 18. The VCU Music Center auditorium, where the memorial service was held, was nearly filled to its 750-seat capacity as faculty, students, administrators, and townspeople gathered to honor Temple, who died March 6 after serving twenty-one months as president.

"Education was the alpha and omega of his career," said Secretary of Education Robert R. Ramsey, Jr., who detailed Temple's career which began as a public school teacher and ended as president of one of the state's largest universities. Besides education, Temple's public service included managing three cities: Hopewell, Virginia; Spartanburg, South Carolina; and Danville, Virginia. He also served as director of the Division of State Planning and Community Affairs under Governor Mills E. Godwin, Jr., and as secretary of administration and cabinet chairman during Governor Linwood Holton's administration. "An unselfish dedication to the public good permeated his career," Ramsey concluded.

Temple transferred, melded, and adapted the management process to the campus, said Wyndham B. Blanton, Jr., M.D., rector of the university's Board of Visitors. He had two goals, Blanton recalled: to persuade academe it must act with initiative if scholarly life were to thrive, and to make the university's offerings known throughout the commonwealth.

"He was his own man," said Blanton, "open, aboveboard, and forthright. He looked upward to the future of the university, but he never forgot his responsibility to those with whom he worked."

Temple's interest in and support for Judaism and Israel was noted by Hortense B. Wolf, president of the Richmond Jewish Community Council, which, along with VCU, sponsored the memorial service. "We in Richmond were the recipients of the talents of this unusual and multifaceted man," she said. "We accept the goals and vision of Dr. Temple to act as a challenge in the areas important to him and to us."

The featured speaker, Abram Leon Sachar, Ph.D., chancellor of Brandeis University, captured the essence of the man to whom all paid tribute. "To live with crisis requires a different kind of courage," he told the audience, elaborating with Ernest Hemingway's phrase, it means "to live with grace under pressure."

"Dr. Temple was this kind of man," he said. "He had the perspective to know he was building and out of the difficulties a great university would arise."



VCU's Rams opened the season with the Spider Classic and a win over Richmond.

Whatever happened to...

If you take a new job, get a promotion, earn another degree, receive an honor, or decide to retire, share the news with us, and we will pass it along to your classmates via the "Whatever happened to..." section. Please address newsworthy items to: Editor, VCU Magazine, Virginia Commonwealth University, Richmond, Virginia 23284. The items below were reported to the Alumni Activities Office between July 15 and October 15, 1977.

1930s

R. Lee Clark (M.D. '32), president of the University of Texas Cancer Center for the past thirty-one years, will retire in 1978, according to an article published in the August 28 edition of the *Houston Chronicle*. Clark, the only president the center has ever had, has seen the center, which includes the famed M. D. Anderson Hospital and Tumor Institute, become one of the top cancer institutes in the world. According to the *Chronicle*, Clark's years at the cancer center have brought him wide recognition and honors, including the Albert Lasker Medical Research Award, the American Medical Association's Sheen Award, and the American Cancer Society's National Award. He also has authored or coauthored more than 300 scientific articles, many of them in a field of special interest to him, cancer of the thyroid. The newspaper went on to say that retirement plans for the seventy-one-year-old Clark include working on several research projects and assisting center staff members write two to four books on cancer a year.

Cecil C. Hatfield (M.D. '34), chief of staff at T. K. McKee Hospital in Saltville, Va., is president and chairman of the board of the First National Exchange Bank of Saltville. He also serves as vice-chairman of the board of Virginia Highlands Community College and as president of the Saltville Rescue Squad. Hatfield has practiced medicine in Saltville since 1936.

1940s

Muriel Gomberg Navarro (B.F.A. '40), of Monterrey, Mexico, has written and illustrated a little book *La Plazoleta Del Diablo*, which she reports has been adopted by Spanish instructors in Texas and in the Chicago area.

Betty June Landis (B.S. distributive education '45) is an associate professor in the Department of Special Education at James Madison University, where she is coordinator of the mental retardation program. She also serves as faculty advisor to the campus chapter of the Council for Exceptional Children and is a freshman advisor for the JMU orientation program. JMU, formerly Madison College, is located in Harrisonburg, Va. Landis lives with her husband in nearby Hinton, Va.

DeArmond Moore (M.D. '45), of Springfield, Mo., represented VCU at the October 8 inauguration of John M. Bartholomy as president of Drury College, Springfield.

VCU was represented at the October 6 inauguration of the new president of Fisk University, Walter Jewell Leonard, by **Robert E. McClellan** (M.D. '49), of Nashville, Tenn.

1950s

Edwin C. Cotten (M.S.S.W. '50), of Newport News, Va., executive director of the Peninsula Family Service and Travelers Aid, serves as president of the Blue Ridge Institute for Southern Community Service Executives.

George C. Ritchie, Jr. (M.D. '50) has left a Charlottesville, Va., psychiatric practice to settle in White Stone, Va., located on the Northern Neck, where he plans to allow time for research and writing.

Media General announced in August that **James L. Dillon** (B.S. business '52) had been elected vice-president. Dillon joined Richmond Newspapers in 1961 and had served as general manager of the company since 1974. Richmond Newspapers, which publishes the *Richmond Times-Dispatch* and *News Leader*, is an affiliate of Media General.

Four children of the **Charles P. Mangano** (B.S. pharmacy '52) family, of Callao, Va., are continuing a family tradition by attending VCU. Ann, twenty-one, is a senior; Anthony, twenty, a junior; Paul, nineteen, a sophomore; and Mary, eighteen, a freshman. Their mother, the former Jeanne Shadwell, attended RPI before it merged with MCV to form VCU, and their maternal grandfather, the late L. R. Shadwell, was an MCV pharmacy graduate. The Manganos' two older children are also alumni of MCV. **Carol Mangano** (B.S. pharmacy '71) is now working in Putnam Valley, N.Y., and **Kenneth Mangano** (B.S. pharmacy '75) is a pharmacist in Shawsville, Va.

Ellis F. Maxey (M.D. '52), a member of the staffs of Riverside, Mary Immaculate, and Hampton General hospitals, became president of the Newport News (Va.) Rotary Club in July.

Richmond Newspapers, publishers of the *Richmond Times-Dispatch* and *News Leader*, has named **Harold E. Wainwright** (B.S. business administration '52) production manager. Before his promotion was announced in August, Wainwright served as advertising services manager. He joined the newspapers in 1952.

Roy M. (Don) Carter (B.F.A. drama '54; M.F.A. drama '59) resigned as director of the Arvada (Colo.) Center for the Arts and Humanities to accept an appointment as executive director of the Sierra Arts Foundation in Reno, Nev. He also recently took part in a seminar on planning arts facilities, cosponsored by the American Council for the Arts and the American Institute of Architects.

A. H. Robins Company has announced that **Samuel A. Tisdale** (M.D. '54) has been promoted to director of clinical investigation. Tisdale has been with the Richmond-based pharmaceutical firm since 1974. He was a physician in the company's medical department before his August promotion.

Harry A. Jackson (M.D. '55) writes that he is now "chairman, Department of Medicine, Charleston Area Medical Center and Charleston Division, West Virginia University School of Medicine."

"After twenty years, I thought it was time to let you hear from me!" writes **Oliver A. Pamplin** (B.M.E. organ '57), who was recently awarded a Doctor of Education degree from the

University of Virginia. He currently is in his seventh year as director of elementary education for Albemarle County (Va.) Schools. Prior to assuming this position, Pamplin was director of instruction for Dinwiddie County (Va.) Schools. He also serves as organist and choir-master at Christ Episcopal Church, Charlottesville.

The Southeastern Center for Contemporary Art in Winston-Salem, N. C., accepted three works by **James A. Bumgardner** (B.F.A. '58) for an October exhibition. Bumgardner, an associate professor of painting at VCU, was one of thirty-six painters and sculptors whose works were selected for the show. Two hundred forty-one artists from the eleven-state southeastern region entered the juried competition.

Jack M. Scoggins (B.S. business '58), of Indianapolis, Ind., represented VCU at the October 15 inauguration of Richard Franklin Rosser as president of DePauw University, located in Greencastle, Ind.

E. Wayne Titmus (B.S. business administration '58) is the manager, western division, provider relations, for Blue Cross and Blue Shield of Virginia. Prior to his latest promotion, Titmus was manager of the Blue Shield claims department. He has been with the firm for eleven years.

1960s

Eleanor H. Garrett (B.S. nursing '60), clinical instructor in the nursing of children at Virginia Baptist hospital in Lynchburg, is serving as acting director of the hospital's school of nursing for the current school year.

Arnold Copper (interior design '61), of New York City, is the coauthor of a book *Psychic Summer*, with Coralee Leon. The book, which sold more than a half-million copies during the first seven weeks it was out in paperback, is about psychic experiences Copper shared with three friends at his Fire Island, N. Y., beachfront cottage during the summer of 1967. The book tells about the foursome's encounter with a spirit named Zena over a Ouija board. The book was published by Dell Publishing Company, New York.

Oral and maxillofacial surgeon **Jack W. Gamble** (oral surgery fellow '61) has been elected president of the American Society of Oral Surgeons. Gamble, chief of the oral surgery department at Confederate Memorial Hospital in Shreveport, La., is also clinical associate professor in the department of surgery at Louisiana State University School of Medicine, Shreveport.

Virginia Electric and Power Company announced in September the appointment of **Asbury W. Hadder** (B.S. applied science '61) as manager of water quality at Richmond. He had served as director of water quality since 1976. Hadder joined Vepco as supervisor of environmental operations at Richmond in 1974.

Lawrence D. Hanback, Jr. (M.D. '61), formerly an associate professor of surgery at the Medical University of South Carolina, has joined a group practice in Winchester, Va., where he is also on the associate medical staff at Winchester Memorial Hospital.

Walter M. Hathaway (B.F.A. art education '61) has been appointed director of the Columbia (S.C.) Museum of Art.

Gerald C. Headley, Jr. (B.S. business '61) has been appointed personnel manager of Virginia Electric and Power Company in Richmond. He was serving as director of personnel studies at the time of his late summer appointment.

J. Richard Garnett, Jr. (B.S. business '62), former principal of James Monroe High School in Fredericksburg, Va., is now assistant superintendent of the Fredericksburg city school system.

Grace Rodman Maxey (B.S. nursing '62) retired from the Veterans Administration Nursing Service at the VA Hospital in Tuscaloosa, Ala., on April 16 after thirty years of service. She was a member of the nursing staff at the Asheville, N.C., VA Hospital from 1947 until 1968, when she transferred to the Tuscaloosa hospital.

H. George White, Jr. (M.D. '62), a member of the attending medical staff at Winchester (Va.) Memorial Hospital, became president of the Virginia Orthopedic Society in early summer.

Alvin S. Topham (M.H.A. '64), associate director of South Shore Hospital, South Weymouth, Mass., has advanced to fellowship status in the American College of Hospital Administrators.

A. H. Robins Company, a Richmond-based pharmaceutical firm, announced in August that **David E. Jones** (B.S. pharmacy '66; M.S. business '69) had been promoted to director of program coordination in the research administration department. Jones, who joined Robins in 1969, had been manager of research and development project cost analysis since 1975.

H. Paul Rhodes, Jr. (M.D. '66), formerly of Hickory, N.C., has joined the staff at Bedford County (Va.) Memorial Hospital as a radiologist. He assumed his present duties July 1.

The Miller Brewing Company has appointed **Harris Reade** (B.S. accounting '67) as controller at its brewery now under construction in Eden, N.C. Reade, who joined the company in 1973, previously was accounting manager at Miller's Milwaukee brewery.

Boyd M. Clements (B.S. pharmacy '68; M.D. '72) has moved from Highland Springs, Va., where he was a member of a group practice, to his native Gloucester, Va., where he now operates Gloucester Family Practice Associates in partnership with **Sam R. Stanford, Jr.** (M.D. '74). Both physicians completed their residencies at the Blackstone (Va.) Family Practice Center. Clements and his wife, **Linda Briggs Clements** (B.S. pharmacy '70), reside at Hayes with their three children.

Diane Pioro Mack (B.A. history '68) is acting development officer and administrative assistant for Westminster-Canterbury House, a full-service retirement apartment complex that will open in Lynchburg, Va., in late 1979. She first began working for Westminster-Canterbury House in Richmond in 1971.

Terry Bliss Showalter (M.F.A. drama '68), of Verona, Va., an adjunct faculty member last year at Blue Ridge Community College, has been appointed to a full-time instructorship in English and speech.

David V. Sussman (B.S. business '68) has opened his own real estate company, David Sussman Realty, in Richmond.

Richard B. (Dick) Wiltshire, Jr. (B.S. general business '68), of Purcellville, Va., has been promoted to the position of national bank examiner with the Office of the Comptroller of the Currency. Wiltshire entered the banking

field in 1968 when he was appointed an assistant national bank examiner with the comptroller's office.

Christopher Newport College, located in Newport News, Va., announced in August that **John B. Wynne** (B.F.A. dramatic art and speech '68) had been named instructor in fine and performing arts. Wynne, who earned his M.F.A. from the California Institute of the Arts, has been a scenic artist and art director for CBS-TV, NBC-TV, and the General Services Studio (motion pictures) in Hollywood. He has worked on the "Johnny Carson Show," "Sanford and Son," and the four-part special "Ben Franklin." Before his full-time appointment, Wynne was an adjunct faculty member at CNC.

Bea Bush (B.F.A. dramatic arts and speech '69) has received a \$10,000 grant from the National Endowment for the Arts to launch a project which aims initially to expand interest and develop talent in jazz music and black theater in Richmond. The local actress announced in August that Bea Bush Productions had been formed to develop both appreciation and audiences for the performing arts in Richmond and thereby create a "culturally rich atmosphere for the citizens and the city." She plans to provide free workshops, low-cost tickets for concerts and plays, and special performances for foster children, the elderly, and the handicapped. Bush, who was director of student activities at VCU from 1972 to 1976, is backed by a board of leading black Richmonders, among them **Murry DePillars**, Ph.D., dean of the School of the Arts.

First and Merchants Corporation, a bank-holding company, has named **Charles E. Edwards** (B.S. accounting '69; M.S. accounting '77) an assistant vice-president. Edwards began working at F & M in 1974. His promotion was announced in August.

Paul Randolph Flippen (B.S. chemistry '69) graduated August 26 from the physician assistant program at the Bowman Gray School of Medicine in Winston-Salem, N. C. Physician assistants, who received two years of training and work under the direction of a physician, perform many of the routine health care tasks which traditionally have been done by doctors.

The Virginia Department of Agriculture and Commerce announced in July the appointment of **Horace R. Hanshaw** (B.A. English '69) to the position of agency personnel supervisor. Hanshaw, an employee of VDAC for twenty-two years, previously held the position of senior public information officer.

James V. Law (A.S. electrical-electronics technology '69) accepted in July a field engineering position with General Electric's Installation and Service Engineering Division, which required that he go to Schenectady, N.Y., for technical training and on-the-job assignments.

Henry C. Nelson III (B.F.A. interior design '69) is a principal in the interior design firm of Bowles/Nelson/Powers, which opened in Roanoke, Va., in August. Nelson is listed as secretary-treasurer.

George Tompkins (B.S. sociology '69), a race car driver for twelve years, competed in a one-hundred-lap Baby Grand race at Southside Speedway in August. Tompkins, of Frog Level in Caroline County, Va., drove a Datsun sponsored by Boulevard Imports and Mel Burns Clothes. The Baby Grand division is a compact-car series.

1970s

Lillie Hinton Arnaut (B.S. distributive edu-

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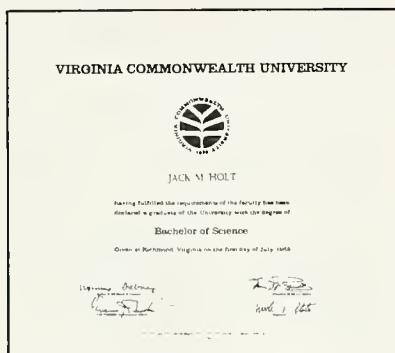
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cation '70; M.Ed. counselor education '74), a learning center teacher for Arabian American Oil Company in Dhahran, Saudi Arabia, for three years, is now serving as a consultant for a construction and interiors company in Al Khobar, Saudi Arabia. Arnaout writes: "Even *VCU Magazine* finds its way to its rightful owners—gradually. In spite of our slow caravans, we manage to stay aware of the worlds around us and behind us. Thanks to your *VCU Magazine* I am able to enjoy remembering faces and events of heroes listed under 'Whatever happened to . . .'"

G. Wayne Brown (B.S. business administration '70; M.S. business '75) and **Cecil E. Sears** (M.S. real estate '76) are both instructors in the real estate program at Old Dominion University in Norfolk.

Winchester (Va.) Surgical Clinic announced in August that **Thomas W. Daugherty** (M.D. '70) had joined its orthopedic department. After interning at Ohio State University Hospital, he completed a four-year residency in orthopedic surgery at the Mayo Clinic. He also served two years in the U.S. Air Force as a medical officer specializing in orthopedic surgery. A member of the staff of Winchester (Va.) Memorial Hospital, Daugherty has a special interest in sports medicine.

Diana Gail Reynolds Hallemann (journalism '70) took over as news director of KSEI-Radio in Pocatello, Idaho, on August 1. The station is an NBC News affiliate.

The August issue of *Commonwealth* magazine reported that **Ron Kline** (B.S. distributive education '70) had joined Bryce Resort in Basye, Va., as resident manager. He was formerly innkeeper at the Quality Inn/Johnny Appleseed Restaurant in New Market, Va.

Thomas A. Spry (B.S. social welfare '70), a former supervisor with the juvenile probation office in Chesterfield County, Va., has assumed a similar position in Cumberland, Va.

Ralph L. Thompson (B.S. accounting '70) has joined Bank of Virginia-Potomac as vice-president, financial administration. Before his transfer to Falls Church, Va., Thompson was controller at the Bank of Virginia-Eastern.

Thomas E. Waldrop (M.S. business '70), business manager of both the *Winston-Salem (N.C.) Journal* and *Sentinel* for more than three years, was promoted in August to general manager of Piedmont Publishing Company, which publishes the two newspapers.

Ann P. Yeo (B.S. nursing '70) wrote in August that she and her husband would "shortly be leaving New Zealand," where they had lived for the past several years. Yeo, a captain in the Army Nurse Corps, said she was returning to active duty and would be stationed at Fitzsimons Army Medical Center in Denver, Colo.

K. Norman Campbell (B.S. management '71) has been elected assistant vice-president and manager of the Bank of King George, a branch of the Bank of Westmoreland. Campbell, formerly employed as vice-president and controller of a bank in Richmond, joined the King George, Va., bank in August.

L. Angelise Davis (B.S. nursing '71) completed a master's in nursing and the adult health nurse practitioner program at Atlanta's Emory University in 1976. She is presently teaching at the University of South Carolina at Spartanburg, where she participated in the development of the new bachelor's program for RN's.

Doris Fultz (B.S. biology '71) is a first-year student in the School of Veterinary Medicine at Tuskegee Institute in Alabama.

Robert Alexander Johnson (M.D. '71), a

general practitioner, established a private practice in Louisa, Va., last July.

Thiokol Fibers announced in August the promotion of **Michael N. Kerby** (B.S. business administration '71) to supervisor of shipping and receiving. He joined the firm in 1976 as supervisor in quality control. He and his wife and family reside in Stuarts Draft, Va.

R. J. Reynolds Industries announced in August that **James Pitts** (B.S. business administration '71) had been promoted to senior financial analyst from financial analyst in the corporate accounting reporting department. Pitts joined RJR, located in Winston-Salem, N.C., in January of 1976.

Nationwide Homes in Martinsville, Va., has promoted **Roger D. Rea** (B.S. business administration '71) to field service department manager.

Robert M. Rhodes (B.S. pharmacy '71), president of Rhodes and Rhodes Pharmacists, in Winchester, Va., has been appointed clinical instructor in pharmacy at MCVC.

Newsweek magazine and newspapers across the country reported the October 7 marriage of Atlanta Mayor Maynard Jackson to **Valerie Richardson** (B.S. management '71). Richardson, identified by *Newsweek* as "a Wharton School graduate," was a marketing supervisor for Trans World Airlines in New York City until her marriage. Just three days before the wedding, Jackson, Atlanta's first black mayor, won an easy victory at the polls in his bid for a second term. The couple spent an eight-day honeymoon in France as guests of the French government.

Thomas V. Smith (B.S. accounting '71), of Richmond, a Certified Public Accountant, is senior auditor for Richmond Corporation.

Bill Bowers (B.F.A. drama and speech '72) sings nightly at the new Rib and Loin supper club near Plains, Ga., where he is director of entertainment.

Charlyn Ann Sooy Gant (B.S. nursing '72), who received her master's degree in psychiatric-mental health nursing from Adelphi University in 1976, is now employed as a psychiatric nurse therapist at Pikes Peak Family Counseling and Mental Health Center in Colorado Springs, Colo.

E. Thornton Lam (M.S.W. '72) has been appointed services specialist for the state welfare department's Shenandoah Valley region. Prior to accepting the post in August, Lam was services supervisor in the Arlington County (Va.) Department of Human Resources.

Ralph MacPhail (M.F.A. dramatic art '72), a professor at Bridgewater College, received a \$400 grant from the Mednick Memorial Fund to support research related to Victorian dramatist W. S. Gilbert, of Gilbert and Sullivan fame. MacPhail also directed a Gilbert and Sullivan opera, *The Mikado*, at the Oak Grove Summer Theater, Verona, Va., in July.

Delma Jackson Maynes (M.S.W. '72) is employed as a psychiatric social worker with a newly developed community mental health clinic in St. Thomas, U.S. Virgin Islands.

Edward W. Pyne, Jr. (B.S. management '72) received a Master of Education degree in counseling from Antioch College, Philadelphia Graduate Center, last May. He is now employed as a vocational rehabilitation specialist with the Veterans Administration in Philadelphia, Pa.

Washington-Lee Savings and Loan Association, located in northern Virginia, has promoted **William W. Ramsay** (B.S. accounting '72) to assistant vice-president and auditor. Ramsay, a CPA, has been employed by W-L since 1976.

The board of First National Exchange Bank in Roanoke, Va., has elected **N. Robert Rusinko** (B.S. business administration '72) vice-president for construction lending.

A. R. (B.M.E. '72) and Carol Wright Tunkel (B.M.E. '72) have restored "Moore's Folly," a century-old house in Lynchburg, Va., turning its first floor into an antiques store and its upstairs into a dance and music studio. A. R. Tunkel, Interiors, which opened in November, sells fine antiques, reproductions, decorating supplies, and accessories. Its proprietor has for the past four years been involved with restoring and selling old homes in the Diamond Hill and other old Lynchburg neighborhoods. President of Urban Redevelopment Corporation, Tunkel is also founder and first president of the Diamond Hill Historical Society. Carol Tunkel, who has been accompanist for the Randolph-Macon Woman's College dance department for the past three years, offers classes in ballet, modern and jazz dance, creative movement, and piano. Her studio is named the Lynchburg School of Music and Dance.

Ronnie Turner (B.S. health and physical education '72) was named head football coach at John Yeates High School in Suffolk, Va., last July. He previously had served six years as an assistant coach.

Linda Johnson Warner (B.S. English education '72) is working for the King William County (Va.) School Board as a tutor in a federally funded program aimed at students in grades six through twelve who are discipline problems.

Christopher T. Durrer (B.S. biology '73) received the Master of Hospital Administration degree in May from MCV after completing an administrative residency at Portsmouth (Va.) General Hospital. He has been named administrative assistant for personnel at Presbyterian Hospital in Charlotte, N. C. His wife, **Beverly Greene Durrer** (B.S. sociology '74), is a social worker in child adoption for the Mecklenburg County (N. C.) Social Services Department.

Richard Carleton Hankins (B.F.A. dramatic art '73) is resident designer at the Virginia Museum Theatre for its 1977-78 season. Last season he designed the scenery for two museum theatre productions: *The Mousetrap* and *The Caretaker*. His credits also include design work for the Wolf Trap Company in northern Virginia and for the Metropolitan Ballet Company in Toronto, Canada.

Michael Holmes (B.S. business administration '73) resigned in August from his post as the first administrator of Charles City County, Va., a job he had held for the past five years. He has assumed a temporary job in Richmond and eventually hopes to work his way into a permanent position.

Gary D. McQuain (B.S. distributive education '73), distributive education coordinator at Stuarts Draft (Va.) High School, headed the rural division of the 1978 Waynesboro-East Augusta County (Va.) United Way campaign.

David Chester Newbrough (M.S. microbiology '73) graduated August 26 from the physician assistant program at the Bowman Gray School of Medicine. Physician assistants are trained in a two-year program at the Winston-Salem, N.C., school to perform many of the routine health care tasks normally handled by doctors.

Charles A. Nickerson III (B.S. recreation '73) represented VCU at the inauguration of Jarvis Ernest Miller as president of Texas A & M University on October 4. Nickerson is superintendent of recreation for the city parks and recreation department in Corpus Christi, Tex.

Since July of 1976, **Dennis S. Palkon** (M.S.W. '73) has been director of research and evaluation

for the alcoholism and drug rehabilitation center at Saint John's General Hospital of Allegheny County, located in Pittsburgh, Pa. Palkon, who obtained both a master's degree in public health and a doctorate in social work from the University of Pittsburgh, teaches part-time in the behavioral sciences department at the Community College of Allegheny County.

Attending the November 6 inauguration of the tenth president of Talladega College was **William Hanna Talbot, Jr.** (M.D. '73), of Anniston, Ala. Talbot represented VCU.

The Bowman Gray School of Medicine of Wake Forest University has appointed **Landon E. Weeks** (M.D. '73) instructor in medicine. This year Weeks completed a fellowship in gastroenterology at North Carolina Baptist Hospital in Winston-Salem, where he earlier took his residency training in internal medicine.

Robert F. Abernathy (B.S. business administration '74), formerly of the Virginia Highway Department's Suffolk District Office, has joined **Edward G. Knight** (B.S. business administration '76) at the Colonial Appraisal Company in Norfolk, Va.

Richmond Jaycees have elected **Steven B. Brincefield** (M.S. business '74) vice-president. A director of the Jaycees last year, Brincefield was recently included in the publication *Outstanding Men of America*.

Douglas V. Carson (B.S. business administration '74) has been named executive vice-president of the Virginia Association of Insurance Agents. He joined the association in June of 1973 and worked for the Virginia Financial Services Corporation, a subsidiary of the association. Announcement of his new position was made in September.

Robert Watson Copeland, Jr. (B.S. mass communications '74) works as a recreation supervisor for the city of Richmond.

Ronald G. Downey (D.D.S. '74), who formerly practiced dentistry in Timberville, Va., assumed part of a practice in Lexington, Va., in mid-August.

Penny R. Duke (B.S. recreation '74) is one of ten recipients of annual presidential scholarships at Midwestern Baptist Theological Seminary in Kansas City, Mo. Duke is studying for a Master of Divinity degree and plans to pursue a career in missions.

Alan W. Edwards (M.D. '74), an internist, joined the staff of Southampton Memorial Hospital in Franklin, Va., last July.

W. C. Fowlkes (B.S. business administration '74), who works in the mortgage loan department of Piedmont Trust Bank in Martinsville, Va., attended a Mortgage Bankers Association course at Stanford University in September.

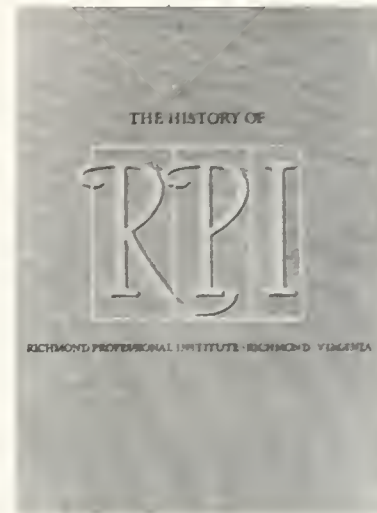
Kenneth E. Jones (M.D. '74) and **Lawrence E. Bennett** (residency '77) opened an office in Christiansburg, Va., on July 5, after having completed their residencies in family practice in Blackstone, Va.

VCU was represented at the October 12 inauguration of James Frank Vickery, Jr., as president of the University of Montevallo, Montevallo, Ala., by **Ronald G. Meador** (B.S. sociology '74). Meador lives in Pelham, Ala.

Phyllis Mollen (B.F.A. dramatic art and speech '74) is enrolled at the Berklee College of Music in Boston, where she received last year's Faculty Association Award given to outstanding students. In addition to keeping up with her school work, Mollen performed in Boston clubs four nights a week and gave three concerts. This past summer she played "Lucille" in *No, No Nannett* and "Nancy" in *Oliver* at the Keene (N.H.) Summer Theatre.

Herbert Millett (B.S. sociology '74), who

The History of RPI



Dr. Henry H. Hibbs has written a personal account of Richmond Professional Institute from its modest beginning in 1917 to its consolidation with the Medical College of Virginia to form Virginia Commonwealth University in 1968. The book, entitled *The History of the Richmond Professional Institute*, is hardbound in an attractive 8" X 11" format, contains 164 pages, and is generously illustrated with photographs and drawings.

The book, priced at \$12.50, has been published by the RPI Foundation and is available exclusively through the Alumni Activities Office.

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received his bachelor's degree after attending night classes at VCU for more than twenty years, works as a volunteer three days a week with retarded adults at the Richmond Area Association for Retarded Citizens activities center. Millett, sixty-seven years of age, is now taking graduate classes in special education at VCU. He retired from the National Guard in 1970, after which he took a job with Ethyl Corporation as a storekeeper. He retired from Ethyl in 1975.

Sher Weston Morrison (B.F.A. interior design '74), of Alexandria, Va., is currently employed as a graphics designer with the BDM Corporation, of McLean, Va.

Russell E. Norfleet (B.S. business administration '74) has joined Safeway Stores in the company's Landover, Md., office. Norfleet is involved in selecting sites, conducting feasibility studies, and lease analysis and negotiation.

Kenneth A. Powell (M.D. '74), who served his residency in family practice at Riverside Hospital in Norfolk, Va., joined the Appomattox (Va.) Family Practice Center in July. **Albert A. Fratrack** (M.D. '58) is also a physician at the center.

James Robinson (D.D.S. '74), a dentist for the Lee County (Va.) Health Department for the past three years, opened an office for the practice of dentistry in Pennington Gap, Va., on August 26.

Sam R. Stanford, Jr. (M.D. '74) has returned to his native Gloucester, Va., where he and **Boyd M. Clements** (B.S. pharmacy '68; M.D. '72) have opened Gloucester Family Practice Associates. Both doctors completed their residencies at the Blackstone (Va.) Family Practice Center.

Robert W. Stockburger (M.D. '74), who spent the past three years in a family practice residency in Newport News, Va., established a practice in Blacksburg, Va., during the summer.

Diane Gwen Woodcock (B.S. psychology '74), formerly a probation counselor with Richmond Juvenile Court, is now employed as a youth worker in Macao-Hong Kong. Woodcock was one of ninety-four Southern Baptist missionary journeymen commissioned July 22 for two-year assignments overseas. Journeymen are college graduates under twenty-seven years of age who work alongside career missionaries at such tasks as teaching, preaching, and nursing.

Linda Haviland (M.S.W. '75), formerly an instructor in sociology and social work at Longwood College in Farmville, Va., has joined the Texas Christian University faculty as assistant professor of social work. TCU is located in Fort Worth.

Elizabeth Snyder Lasswell (B.A. English '75) is coordinator of admissions for the University of Houston (Tex.) Downtown College, a position she has held for almost three years.

Christine Guarino Lewis (B.M. applied music '75), who completed her master's degree in music at Catholic University, is in her second year as a member of the piano faculty at the Settlement Music School in Philadelphia, Pa. She and her husband, **Richard A. Lewis** (M.D. '74), have resided in Philadelphia for the past three years while he completed a residency in neurology at the University of Pennsylvania.

Arthur Lipscomb (B.F.A. communication arts and design '75) is teaching photography and woodworking at Christchurch School, Christchurch, Va. In addition to his teaching duties, Lipscomb, an alumnus of the school, is a dorm master. Before returning to Virginia, Lipscomb had been director of publications at the University of Florida.

James K. Muehleck (D.D.S. '75) has completed his two-year residency in general dentistry at Charity Hospital in New Orleans and is now in private practice in Martinsville, Va.

Cheryl Priebe (B.M. applied music '75) was among four new music faculty members appointed this year at West Virginia University's Creative Arts Center. Priebe works with chamber music groups.

When classes began September 13 at Mary Baldwin College, **Cathy M. Tate** (B.S. biology education '75) was one of eight new faculty members on the Staunton, Va., campus. Tate, who was appointed an adjunct instructor in biology at MBC, spent two years as a teaching assistant at VCU, where she earned her master's degree.

J. William Tawes (B.S. biology '75), an employee of the A. H. Robins Company since 1970, has been promoted from coordinator of laboratory supplies to manager of copies and supplies in Robins' Research and Development Division.

Upon completion in June of a two-year residency in pediatric dentistry at the Indiana University Medical Center, **Roger E. Wood** (D.D.S. '75) returned to MCV as an assistant professor in the Department of Pediatric Dentistry. Two professional journals recently published articles written by Wood.

Jerry Wayne Addington (D.D.S. '76) joined **Samuel E. Saunders, Jr.** (D.D.S. '54) in the practice of general dentistry on July 1. Before moving to Fredericksburg, Va., Addington served as a clinical instructor in pediatric dentistry at MCV.

Jerry Lee Cassidy (B.S. recreation '76), assistant parks and recreation director for the city of Petersburg, Va., for eight years, has been hired by the Stafford County (Va.) Board of Supervisors to direct the county's Parks and Recreation Department.

Phil Chapman (B.F.A. crafts '76) has been the resident potter at the Fredericksburg (Va.) Pottery Shop since it opened in January of 1976.

Richard Alan Chefetz (M.D. '76) began his residency training at the Blackstone (Va.) Family Practice Center in July. He and his wife, **Cynthia Baughan Chefetz** (B.S. nursing '73), and son are living in Blackstone.

Thornton Cline (B.M.E. '76) has received a master's degree in music education from the University of Illinois, where he was named to the dean's list and two honorary societies: Phi Mu Alpha Sinfonia Fraternity and Pi Kappa Lambda Honor Society. This past summer he served as a counselor at the Governor's School for the Gifted at Randolph-Macon Woman's College in Lynchburg, Va. He entered the Eastman School of Music in Rochester, N. Y., this fall as a doctoral student.

Dave Cochran (B.F.A. painting and printmaking '76), artist-in-residence for York County, Va., schools, was cited at the Virginia Beach (Va.) Boardwalk Show for the best work in the acrylic and oil category. Cochran was one of four artists recognized in a categorical judging. About 700 artists participated in the twenty-second annual show.

Dawnelle Cruze (M.S.W. '76) has been working in Norfolk, Va., since March for the Tidewater Chapter of the American Red Cross. She is assigned to the Service to Military Families Department, where she acts as a liaison between the military and the serviceman's family. In cases of severe illness or death, she verifies the facts and sends wires to the necessary people to have the serviceman brought home. Cruze, who is president of the Tidewater Chapter of the National Federation of the Blind of

Virginia, commutes by bus to her job from her home in Portsmouth.

Jenney Hamm Dawley (B.S. nursing '76) has been promoted to head nurse of the urology department at the Veterans Administration Hospital in Fayetteville, N.C.

Sally A. Gravely (B.S. mass communications '76), an advertising copywriter for Heironimus Department Stores in Roanoke, Va., was elected secretary of the Ad II Club of the Roanoke Valley.

After having completed the dental general practice residency program at Long Island Jewish-Hillside Medical Center, **A. Clayborn Hendricks** (D.D.S. '76) joined a group practice in Virginia Beach, Va.

Janet G. Lenz (B.S. sociology '76) received her master's degree in the design and management of post-secondary education from Florida State University in December. She will begin work as assistant coordinator of the Curricular-Career Information Service at Florida State University in January of 1978.

H. Kyle Midkiff (D.D.S. '76) moved this past summer to Front Royal, Va., where he is associated with **James E. Williams** (D.D.S. '56) and **J. Woodson Phillips** (D.D.S. '54) in the general practice of dentistry. Midkiff completed a one-year general practice residency in dentistry at Saint Anthony's Hospital in Denver in June.

G. Byron Peck (B.F.A. painting and printmaking '76), of Herndon, Va., and **David P. Haviland** (B.F.A. sculpture '77), of Earlsville, Va., were among nineteen Virginians to receive fellowships from the Virginia Museum this year. Applicants for the annual grants are screened and chosen by a committee of the museum's trustees and independent art experts. Haviland and Peck intend to use the grants towards their graduate educations.

Lewis Eugene Scott (B.A. English '76) is pastor of Macedonia A.M.E. Church in Suffolk, Va.

Wayne R. Stacey (M.B.A. '76), of Kernersville, N.C., has been promoted to senior budget analyst in the corporate budgeting department of R. J. Reynolds Industries. The promotion was announced in July.

Linda M. Aron (M.S. business '77), a mortgage loan officer with the Virginia Housing Development Authority, is teaching a real estate investment course at J. Sargeant Reynolds Community College.

Linwood D. Lunde (B.M. church music '77) is director of music at Bon Air (Va.) Presbyterian Church.

Gudrun Dorothy Coffee (B.F.A. art education '77), of Hampton, Va., is employed as a teacher for missionary children in Ceres, Goias, South Brazil. Coffee was one of ninety-four Southern Baptist missionary journeymen commissioned July 22, following six weeks of special training at Meredith College, Raleigh, N.C. Journeymen work for two years alongside career missionaries in specific job assignments overseas.

The year-long reign of **Diann Gordon** (B.S. dental hygiene '77) as Queen of Tobacco ended October 8 when her successor was crowned during the National Tobacco Festival in Richmond. Gordon, who lives in Mineral, Va., works as a dental hygienist for four different dentists who employ her part time.

From **Mike Grubbs** (M.P.A. '77) "I was recently appointed administrative assistant to the city manager of Martinsville, Va., and will be in charge of coordinating the activities of the newly created personnel department and other duties as assigned."



COLOSSEUM, ROME



PARTHENON, ATHENS

1978 ALUMNI TRAVEL PROGRAM

VCU alumni and friends have their choice of five travel opportunities during 1978. **Rome**, the Eternal City, is the destination of our eight-day, seven-night tour scheduled for April 27–May 5, 1978. The price of \$499 includes round-trip jet transportation, first-class hotel accommodations, continental breakfast daily, and tours of modern and ancient Rome.

Our Greek Adventure, set for May 28–June 5, 1978, is priced at \$559 (plus a 15% tax and service charge). The fee includes round-trip jet transportation to Athens, deluxe hotel accommodations, continental breakfast daily, gourmet

dinner each evening, and tours of the Acropolis and the Athens Museum.

August 14–22, 1978, is the date of our **London Holiday**. The price of \$499 includes round-trip jet transportation, hotel accommodations, continental breakfast daily, a half-day trip to Windsor Castle, and a city tour.

A tour to **Switzerland** is in the offing for September 19–27, 1978. The \$499 price includes round-trip jet transportation to Zürich, hotel accommodations in Zürich (four nights) and Thun (three nights), a welcome wine and cheese party, continental breakfast daily, and

round-trip motorcoach transportation between Zürich and Thun via the spectacular Brunig Alpine Pass.

Limited space is still available on our February 11–19, 1978, trip to **Rio de Janeiro**, priced at \$499 (plus 15%).

All tours depart from Washington's Dulles International Airport. The per-person price is based on double occupancy. Low-cost optional tours are available at each destination. For additional information, please contact the Alumni Activities Office, 828 West Franklin Street, Richmond, Virginia 23220, or telephone (804) 770-7125.

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